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ABSTRACT

Teaching guides and a teacher's manual for a two-year individualized writing program useful for mainstreaming learning disabled students into the English class are given in this document. The teaching guides provide daily lesson plans for 34 weeks of lessons at the seventh and eighth grade levels. The lessons are based on a space shuttle theme and each week cover the topics of composition, sentence structure or syntax, word study, phonics, and handwriting. The guides suggest developing the week's lesson with a model composition and note that for some students the model composition will provide the material for specific skills work, while more advanced students will use the model as a bridge to critical and creative discussion, reading, and expression. (MKM)

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MISSION
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TEACHING TAKEOFFS

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LUCY KRABBE BERARDI
DAN COLLINS, illustrator

CS205813

Lucy Krabbe Berardi has developed a much needed and unique material for teaching writing skills in MISSION WRITE.

Designed for intermediate aged students, it arrives just at the moment when the lack of these skills in secondary students has become apparent nationally.

The material itself is unique as a writing program because of the clearly evident attention to the four levels of the linguistic process. It is structured so that the semantic, syntactic, morphologic and phonemic levels of language function are included in the design of the lessons. Students using the material will develop metalinguistic awareness of the process they use as well as the skills themselves.

Many materials are available which teach the discrete skills involved in expressive written language, that is organization and structure of thought, grammar, spelling and handwriting, but none teach all of these in one easy to use, integrated and highly motivating program.

While this material provides a superior writing program for any student who may be experiencing difficulty in this curriculum area, it possesses the additional bonus of Ms. Berardi's keen knowledge of the particular needs of the Learning Disability group. MISSION WRITE will meet a genuine and long felt need in the education of this group of students.

Annabelle Most Markoff, Ph.D.

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of MISSION WRITE
Galaxy 7 or Galaxy 8
Student Editions

MISSION WRITE began as a service to both the student with learning difficulties and the teacher in the mainstreamed classroom of upper elementary English. I thank fellow teachers in the Los Altos School District who used it and found that it met a need.

Gratefully I acknowledge Dr. Annabelle Most Markoff for her critique of the materials. Throughout the project I have been thankful for the support from my family, for suggestions from Jill Willey, School Librarian; for the final reading of the manuscript by Kay Howell and Julie Lawrence, Learning Specialists; for the calligraphy by Marilyn Judson; for the patience of Katherine E. Barbour, typist; and for general assistance from Cindra Harrold, teacher of body movement.

I appreciate the constant encouragement from Warren B. Richardson, who urged me to make the program available nationally. Most especially I acknowledge the counsel and creative talents of Dan Collins, Illustrator.

Lucy Krabbe Berardi
Learning Specialist

GALAXY 7 CONTENTS

MISSION GO	SATELLITE SENTENCE SYSTEMS	COSMIC CONSTRUCTIONS ORBIT
1. Water Skiing	1. . ? ! Sentence	1. Syllables
2. Helicopter	2. Complete Pred.	2. fore-ness-ment
3. Beach Trip	3. Complete Subj.	3. NOUN plurals
4. County Fair	4. Fragments	4. -ly-ex-phot-gram
5. Adaptations	5. Simple Subject	5. de- ad-
6. Dictionary	6. Possessive NOUN	6. PRETEST
7. National Parks	7. Article, ADJECTIVE	7. cum-ful-ous-ic
8. Student Activities	8. TRANSITIVE VERB and FORM OF BE	8. y to i rule
9. A Great Port	9. Infinitive Form	9. double C rule
10. Student Newspaper	10. Active,Passive + INTRANSITIVE	10. /shun/drop e rule
11. World of Sports	11. Capitals,Hyphens	11. auto-super-bio-
12. Ancient Egypt	12. Direct Object + TRANSITIVE ACTIVE	12. -ven-vis-vinc-
13. Rituals	13. Object of Prep. + Indirect Objects	13. -spec- + homonyms
14. Rose Parade	14. Compound (above)	14. tele-mit-mis-
15. Glass Secrets	15. VERBS + Prepositional Phrase	15. sub-fer-ance-ence
16. Mr. Zip Code	16. Complements	16. -ize + -ation
17. Shyness	17. Imperative Sent.	17. intro-duc-
18. Resources	18. POSTTEST	18. POSTTEST
19. Treasure Hunt	19. Commas and (')	19. cent-meter-ure
20. Fad Foods	20. VERBS:TRANSITIVE; INTRANSITIVE: BE	20. mono-manu-less
21. Calendar	21. ADJECTIVE, Degree	21. -ten + uni-to dec-
22. First-aid	22. ADVERB, Degree	22. -ject-ly
23. Racing Pigeons	23. Prep. Phrases as ADJ. or ADVERB	23. -y-ty-ity
24. Music Miracle	24. Conjugate Present and Progressive	24. pro-review rules
25. American Money	25. Conjugate Past and Progressive	25. sta-stit -ency
26. Spring	26. Conjugate Future and Progressive	26. semi-pre-scrib-
27. Wind Skate	27. Conjugate Present Perfect and Prog.	27. -pos-pon-
28. Strange Pets	28. Conjugate Past Perfect and Prog.	28. -pend-pens-
29. Sleepyheads	29. Conjugate Future Perfect and Prog.	29. trans-ate
30. Television	30. Principal Parts	30. micro-phon-al
31. Spelling Spills	31. VERB Usage	31. -able-ible
32. Hurricane Hunters	32. PRONOUNS	32. POSTTEST
33. Paperback Books	33. PRONOUN Usage	33. mis-cap-cept-
34. Flight History	34. Agreement	34. mal-cred-POSTTEST

GALAXY 7

CONTENTS

SKYWRITING ORBIT	SONIC PHONICS ORBIT	TEACHER'S NOTATION
1. PRETEST	1. Consonants	1. ____________
2. Paper Position	2. PRETEST	2. ____________
3. Pen Grip	3. bl,br,pl,pr	3. ____________
4. Vertical Space	4. C + le + ly (')	4. ____________
5. Up 3 Spaces (1c)	5. /d/,/t/,/ed/=-ed	5. ____________
6. Up 2 Spaces (1c)	6. /t/,/d/ blends	6. ____________
7. Up 1 Space (1c)	7. /k/= -ic, k	7. ____________
8. Tail Loop (1c)	8. /k/=c,cc,ck,ch	8. ____________
9. Combination (1c)	9. /g/=g,gg,gh,gue	9. ____________
10. POSTTEST	10. /f/=f,ff,fe,pl.	10. ____________
11. PRETEST STROKES	11. /f/=ph,gh	11. ____________
12. U, V, u, v,	12. /f/ with /v/	12. ____________
13. A, O, C, a, o, c,	13. /th/ and /th/	13. ____________
14. S, s, r,	14. /s/ blends	14. ____________
15. G, g,	15. /s/=ss,sc,c,z	15. ____________
16. Z, z	16. /z/=z,ze,zz,ze,x	16. ____________
17. T, F, t, f,	17. /sh/=sh,ti,ci	17. ____________
18. P, R, p	18. /sh/=s,x,ss,ch	18. ____________
19. H, h	19. /zh/=z,s,si,ge	19. ____________
20. K, k	20. /ch/=ch,tch,tu	20. ____________
21. POSTTEST	21. /ch/=ti,si,ci	21. ____________
22. I, i	22. /j/=j,ge,dge,g,d	22. ____________
23. J, j	23. ce and ge soft	23. ____________
24. M, m	24. /m/=m,mm,mb,mn	24. ____________
25. N, n	25. /n/=n,nn,gn,kn	25. ____________
26. B, b	26. /ng/=ng,n	26. ____________
27. W, w	27. /w/ blends (wr)	27. ____________
28. D, d	28. /wh/ and /w/	28. ____________
29. E, e	29. /h/ blends	29. ____________
30. L, l	30. /l/=l,ll + /ul/	30. ____________
31. Y, y	31. -al,-able-ible	31. ____________
32. POSTTEST	32. /r/= blends	32. ____________
33. X, x	33. /ks/=x,ks,kes,cks	33. ____________
34. Q. q	34. /kw/ + POSTTEST	34. ____________

In some models students may question the artistic flow of sentences or words. Anyone is invited to submit to MISSION WRITE an improved version of the model or substitute related exercise encompassing the purpose in that MISSION. Any chosen for a revision will be properly credited.

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SSS = Satellite Sentence Systems
SP = Sonic Phonics
CC = Cosmic Constructions

GOALS

MISSION WRITE is a two-year program of writing skills for the young adolescent. It adapts the components of language and their requirements in auditory, visual, and motor development to current learning theory. Its goal is the cognitive-creative process of meaning in communication for every student at his learning level. To accomplish such flexibility TEACHING TAKEOFFS provides every week five sequenced lessons in different levels of language development.

Learning theory gives the modes for manipulating behavior and accomodating the unique abilities each student brings to a learning situation. Avenues for interest, motivation, and positive reinforcement are built into each of the 34 MISSIONS for each year. Weekly, word lists on three levels are derived from a model composition. They contain both phonetic and morphological elements. The first paragraph of the model confines itself to the basic list and simple sentence structure. The rest of the model increases in difficulty. TEACHING TAKEOFFS utilize the model in reinforcing activities.

Learning theory also suggests that a scope and sequence of specific tasks leads to final performance. Present trends in accountability demand that achievement be exactly identified and systematically measured. In each level of language, a detailed sequence of specific objectives stated as Project Tasks is identified and measurable in TEACHING TAKEOFFS. A worksheet is provided for each week.

Concern exists that piecemeal skills must add up to the cognitive-creative process and its application to our changing world. To promote such comprehension, transfer, and creative action MISSION WRITE returns weekly to either the imitation of a model in communication or opportunity for the student to perform independently.

Public Law 94 - 142 has placed upon the regular classroom and its teacher the challenge to provide for the handicapped when that classroom is such a student's "least restrictive environment." The regular classroom is often judged to be that environment for students with a neurological reality variously called learning disability, dyslexia, or "word blindness." This student must integrate concept and memory with listening, perceiving, manipulating, and talking in each task through positive feedback from the teacher, tutor, peer, or parent. Each success, however small, must reinforce the student's deliberate effort. Specific, success-designed tasks are built into MISSION WRITE, but they function as a viable part of an activity in which all of the class participates.

METHODS

Assessment of a student's growth and development especially in auditory, visual, and motor skills anticipates his performance in the five major levels of language. Combined, such assessment and performance interlace this language cycle:

1. Body Control (Sensory Readiness and Growth).
2. Phonology (Sound-symbol Relationships).
3. Morphology (Inflectional and Derivational Forms).
4. Syntax (Word Order and Sentence Structure in English).
5. Semantics (Meaning in Communication).

Traditionally, instructional materials focus on these levels. MISSION WRITE has intentionally built each into its weekly sequences for the discerning teacher to select those needed by groups or individuals. Each MISSION begins always with a composition on a topic relevant to young adolescents. For some students the model's components become the bases for specific skills growth. For other students the model serves as a launch into critical and creative discussion, reading, and expression.

Not only are the levels of proficiency in the language process itself recognized, but each student must function from his own degree of skill in these levels of processing:

1. Sensory Perception.
2. Memory.
3. Imitation.
4. Degree of Feedback to Feel Successful.
5. Self-evaluation.
6. Independent Performance.

MISSION WRITE 7 or 8 introduces the concept to the class that it can be working toward a common goal while each student trains for the skills he needs. Space Shuttle, 1975, free from any National Aeronautics and Space Administration center, provides technical validation and serves as a metaphorical vehicle for this concept and the development of skills in the levels of language.

Two outer-space peers, Annie Android and Andrew Write, along with their computerized companion Grover, launch with the class as peer tutors into skill-building activities in the levels of language:

1. Skywriting Orbiting (perceptual-motor tracking).
2. Sonic Phonics Orbiting (sound-symbol patterns in spelling).
3. Cosmic Constructions Orbiting (vocabulary growth through prefixes, roots, and suffixes).
4. Satellite Sentence Systems Orbiting (word order, conventions, usage, and grammar).
5. MISSION GO (performance).

TEACHING TAKEOFFS

Sequences in each of the five levels of language for which activities are provided in TEACHING TAKEOFFS follow. Answers for the worksheet Orbits are inserted every third MISSION. References to preliminary or follow-up sources for the individual or group with further needs are added.

TRACKING

For MISSION WRITE tracking is the visual/fine-motor skill of cursive handwriting; its scope and sequence is call Skywriting. Precise perception and registering it cognitively through oral language is encouraged. A handwriting model of the first paragraph of the model composition is purposely provided for the student who needs the visual reinforcement of cursive reading and writing or for an error record and analysis. Skywriting Orbits in Galaxy 7 emphasize paper and pen positions for handedness, perception with description, duplication of vertical spacing and letter forms, and applying these to dictated writing where other skills must be integrated. Galaxy 8 encompasses horizontal spacing, joining letters, uniformity within one's individual style, and functional speed for legibility.

Dunn-Rankin, Peter, "The Visual Characteristics of Words," *Scientific American*, January, 1978.

Los Altos School District, *Multi-sensory Approach To Teaching Language Arts*, 1973: (Based on Orton-Gillingham and Slingerland).

MISSION WRITE, *Table Typing*: (It bridges motor sequencing from upper-body manipulations to arms, to fingers. Auditory reinforcement is added using MISSION Payloads.)

MISSION WRITE, *Voxcom Card Reader Kit*: (200 basic non-phonetic words for kinesthetic tracing with auditory-visual-vocal feedback.)

The Ann Arbor Tracking Program: (Ann Arbor Publishers, P. O. Box 388, Worthington, Ohio 43085.)

Townsend, Rebecca Mae, Imaginary Line Handwriting: Advanced Cursive Book, Austin: Steck-Vaughn.

PHONICS

Phonics is a dichotomic label. In reading it means attaching sounds to symbols. For MISSION WRITE it means attaching the visual symbol(s) used in English to sound(s). Specialized terms describe the formation and origin of speech sounds,but teaching a labeling system is not within the scope of MISSION WRITE. Teaching precise perception of both motoric production and auditory effect of 40 principal sound components is basic. Galaxy 7 sequences its MISSIONS on the consonant sounds and the complexity of their visual representations through three leveled Payloads each Mission. The "Base Payload" each Mission contains the most frequently used words which have a separate recognizable sound pattern. Its words demonstrate the alternate visual representations for the sound as well as non-phonetic elements requiring visual or visual-motor memory. The "Liftoff Payload" contains utility words for carrying on the model compositions; they are not keyed to a specific sound pattern. The "Power Payload" expands the sound category to an enrichment level. Galaxy 7 first develops in sequence the voiced and unvoiced consonant pairs and follows with the nasal, wind, and tongue-lifting consonants including blends. Galaxy 8 is sequenced by the concept of the vowel circle explained in student materials as the progressive movement of the lips and tongue in making different vowel sounds. Words selected have been referenced to the American Heritage's Word Frequency Book, 1971, a massive study of over 5 million samples taken from student materials in all content areas from grades three through nine for compilation of The American Heritage's School Dictionary. Semester lists for each "Payload" and 100 most frequently used words are included.

Boning, Richard A., Specific Skills Series: Working with Sounds, New York: Barnell Loft, Ltd., 1969.

Carroll, Lucy, Programmed Phonics, Books 1 and 2: (Educators Publishing Service, 75 Moulton Street, Cambridge, Mass. 02138

Botel, Morton, et. al., 1620 Power Words, Chicago: Follett Publishing Company, 1974: (Special permission granted by the publisher for use in MISSION WRITE's Power Payload).

Kelly, Edward L., Form-A-Sound: (It contains good photographs of mouth and tongue positions for speech sounds. Ideal School Supply Co., Oak Lawn, Illinois 60453).

Lindamood, Charles H. and Patricia C., Auditory Discrimination in Depth, Boston: Teaching Resources Corporation, 1975.

Carroll, John C., et. al., Word Frequency Book, Boston: Houghton Mifflin Company, 1971: (Special permission has been granted MISSION WRITE to use this study of over 5 million words selected from 17 content areas of student materials grades three through nine.)

MORPHOLOGY

The meaning units which are a part of many English words function in derivational forms. Spelling conventions for adding suffixes; the plurals of NOUNS; VERB tense forms; and the richness of Greek and Latin roots carry strong cognitive flags. As important as their recognition is to reading comprehension, their application to word choice and spelling is a significant tool.

MISSION WRITE supplies the motivation, content, and progression of these skills. It has available artistically designed pieces for a cumulative bulletin board activity. The "communications" Space Shuttle in "C" Space makes excursions to Planet Prefix, Planet Root, Planet Suffix, and Asteriod Letter Drop for its spelling rules. With its robot-like Docking Arm the Space Shuttle picks up and docks in its Cargo Bay these pieces of meaning inherent in English vocabulary. The Master Word Station has nearly 100 Word Key Modules, a blank one being on page 140, which are used in the exercises, Payloads, and models. This timely metaphorical drama promotes cognitive processing, maintains auditory-oral participation, provides manipulative activity, and casts visual-motor memory clues.

Brenner, Patricia Ann, et. al., Troubleshooter I, New York: Houghton Mifflin Company, 1969: (This is a workbook series on specific language skills.)

Ehrlich, Ida L., Instant Vocabulary, New York: Washington Square Press, Inc., 1968.

Hudson, Peggy Compiler, Words for the Wise, New York: Scholastic Book Services, 1971.

MISSION WRITE, Bet Your Orbit: (12 gameboard surfaces and playing cards correlate to the accumulation of a group of prefixes, roots, suffixes, application of spelling conventions, or sound patterns for reinforcement.)

Plunkett, Mildred B., A Spelling Workbook, Cambridge: Educators Publishing Service, 1971.

Weinberg, Joel, Troubleshooter II, New York: Houghton Mifflin Company, 1975: (This is a workbook series providing much repetition on specific language skills).

SYNTAX AND SEMANTICS

Oral communication stems from models. MISSION WRITE provides models for writing. Communication is meaning, and the basic meaning unit is the sentence, complete or truncated. Dealing with the specific skills required and their conventions must not lose the intent of visual language to transfer meaning either from reading or through writing.

The models in MISSION WRITE are structured to provide a sequential analysis of grammar. Galaxy 7 details these functions within simple sentences and explores the variety of options in VERB forms. Galaxy 8 develops the means and reasons for coordination and subordination of ideas in compound and complex sentences. Paragraphs throughout evolve from idea clusters to modes of expository development, narration, and verse.

Englemann, Siegfried, et. al., Corrective Reading (Decoding and Comprehension), Chicago: Science Research Associates, 1978.

Markoff, Annabelle Most, Teaching Low-achieving Children Reading, Spelling, and Handwriting, Springfield: Charles C. Thomas, 1976.

Tyack, Dorothy, and Robert Gottsleben, Language Sampling, Analysis, and Training, Palo Alto: Consulting Psychologists Press, 1977.

MISSION GO

Each student must begin at his success level. For some this may mean only modeling by imitation a part of the first paragraph of the composition. For some it may mean mastering the skills of the five levels of language to the degree that they are easily integrated in a written response from the dictated model. For still others the content of the model stirs discussion, further reading, and creative expression. In Galaxy 8 the model's technique of placing and developing the main idea is explained.

TEACHING TAKEOFFS

TRACKING Orbit 1: Pre Test to spot control of spatial relations, visual-fine motor coordination, handwriting, ink, and/or basic spelling. Orbit 2: Importance of paper position for handedness. Skywriting perceives a consistent slant. Orbit 3: Grip controls movement. Certain practical situations require cursive handwriting.

PHONICS Glatthorn, Allan. A., et. al., "Dialects, Chapter 4." Patterns of Communicating, Book 7. Lexington:D.C. Heath, 1975. Orbit 1: Consonants /p/,/b/,/t/,/d/,/k/,/g/,/f/,/v/,/th/, /th/,/s/,/z/,/sh/,/zh/,/ch/,/j/,/m/,/n/,/ng/,/w/,/wh/,/h/, /l/,/r/,/ks/,/kw/. Orbit 2: Speech Pairs (voiced first) /b/ /p/;/d/ /t/; /g/ /k/;/v/ /f/;/th/ /th/;/z/ /s/;/zh/ /sh/; /j/ /ch/. Orbit 3: Blends (vertical pattern repeats,) bl, br, pl, pr in section one. In section two br, pr repeats.

MORPHOLOGY Orbit 1: pan,cakes;back,ward;break,fast;in,side: pancakes, happy,inside,skier. Orbit 2: #3 likeness, movement, government, judgement, sureness. (MISSION WRITE retains the option of e after c or g for soft sound.) Orbit 3: systems, dials, switches, minutes, varieties, satellites, platforms, Chiefs, Lobbies, solos, briefs, men, women, radios, snatches, boxes, flashes, eyes, visions, enemies, discoveries, fears. (vertically: s,s,es,es,es,es,es; ies,s,ies,s,s,es,s; teeth, oxen,s,ves,s,s.

SYNTAX Orbit 1: That's that! Is that it? That it is. Do you do don'ts? You do? You don't do don'ts any more, do you? What a lot of junk junk dealers junk! Junk your junk to a junk dealer. friends,delight;pancakes,swam;He,rides;It,looks; knees and elbows,should be bent;skiers,have. Orbit 2: Complete predicate parts:is not like a bird, bears more likeness,can almost stand still,can fly,land or take off, is not like ordinary flying,must use pedals,is flying at zero speed above the ground,is helicopter rescues,has his hands and feet busy. Orbit 3: Complete subjects;Shells, You,You,You,A superior display,The Hollings, You, You.

MISSION GO Orbit 1: Gallico, Paul, "The Gentle Art of Swordplay," The Spectacle of Sport. (Skill) Orbit 2: Boning, Richard A., Joshua James. New York:Dexter & Westbrook,Ltd.,1972. (Rescue!) Orbit 3: George, Jean C.,Spring Comes to the Ocean. New York: Crowell, 1965; Lieber, Complete Book of Water Sports; Westport, Sports Encyclopedia; Glines, Helicopter Rescues; Abbott, Sea Shells of the World; Johnstone, Collecting Seashells.

PROJECT TASK: *Identify the meaning in three basic sentence structures.*

End punctuation marks the meaning of a sentence.

In the first paragraph of the model composition change the end punctuation of the first and fourth sentences. Read the changed meaning.

Question or exclamation, the same sentence can be the topic sentence of the paragraph. With the main idea a question, the skier still isn't sure he likes it. With the main idea an exclamation, the skier has overcome the difficulties.

In the following, place capital letters and end punctuation to mark a meaning.

that 's that is that it that it is

do you do don'ts you do you don't do don'ts

any more do you

What a lot of junk junk dealers junk junk

your junk to a junk dealer

PRE TEST

In the following sentence place one line under the simple subject. Circle the simple predicate.

Example: I do like water skiing.

My friends delight in the happy feeling.

My breakfast pancakes swam inside me.

He rides smoothly across the water with a pair of skis on his feet.

It looks natural.

His knees and elbows should be bent to cushion the shock of the waves.

Some skiers have equipment developed to handle any predicament.

PRETEST

In the blank space below copy the first paragraph of the model composition.

Water Skiing

Do I like water skiing? My friends delight in the happy feeling. I got up on the second try. That was only the first step! Skiing was plain hard work. My breakfast pancakes swam inside me.

PROJECT TASK: *Identify consonant sounds*

These are your sonic encounters in MISSION WRITE. Circle all of the consonant sounds. They will be your Sonic Phonics for Galaxy 7.

/ a /
/ e /
/ i /
/ o /
/ r /
/ y /
/ w /

/ ae /
/ ee /
/ ie /
/ oe /
/ th /
/ aw /
/ oi /

/ k /
/ t /
/ h /
/ d /
/ j /
/ g /
/ m /

/ th /
/ ow /
/ ng /
/ kw /
/ sh /
/ wh /
/ ks /

/ f /
/ l /
/ n /
/ s /
/ b /
/ z /
/ v /

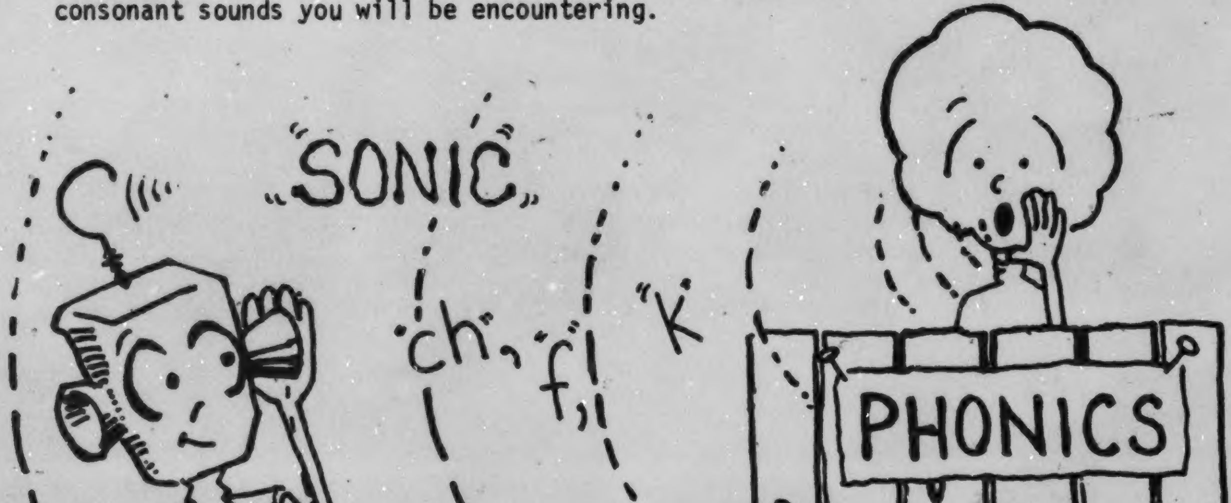
/ ch /
/ ue /
/ er /
/ ar /
/ zh /
/ u /
/ p /

The slash marks are used when MISSION WRITE means the speech sound itself.

GALAXY 7 will encounter 26 of these consonant sounds of English speech.

GALAXY 8 encounters 15 vowel sounds and / y /.

Skim through your 34 MISSIONS. You can check if you circled the 26 consonant sounds you will be encountering.



PROJECT TASK: *Identify compound words and syllables.*

SYL LA BLES

One sound can be a word. Groups of sounds build words. Each time you force air through your windpipe, you say a syllable. Each time you say a syllable, you have said a vowel sound. The vowel sound may be alone. The vowel sound may have consonant sounds with it.

Many words have only one syllable. Sometimes these words are put together to make a compound word. Circle the separate one-syllable words in the following compound words from your model composition:

pancakes breakfast

backward inside

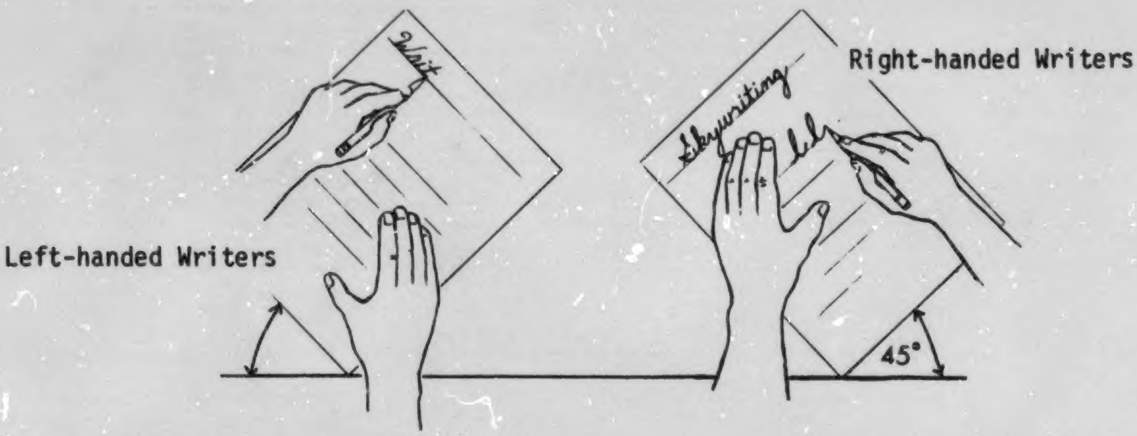
Words with more than one syllable follow in many cases these patterns. The pattern happens often enough that a name is given to each kind of syllable. Add one example for each from the Payload.

C + le SYLLABLE	When a word ends with a consonant + le that group of letters makes a separate syllable. Example: ap ple Payload Word: syllable
CLOSED SYLLABLE	It ends in a consonant letter. The vowel is usually short. Example: pen Payload Word:__________
PREFIX SYLLABLE	A prefix is a sound group at the front of the word with a definite meaning to add to the word. Example: in- + sight Payload Word:__________
SUFFIX SYLLABLE	A suffix is a sound group at the end of the word with a definite meaning to add to the word. Example: nature + -al + -ly Payload Word:__________

A syllable that is ACCENTED (') gets more air or stress than the other syllables in a word. Sometimes the ACCENT is the only difference between two words. It makes the difference in meaning.

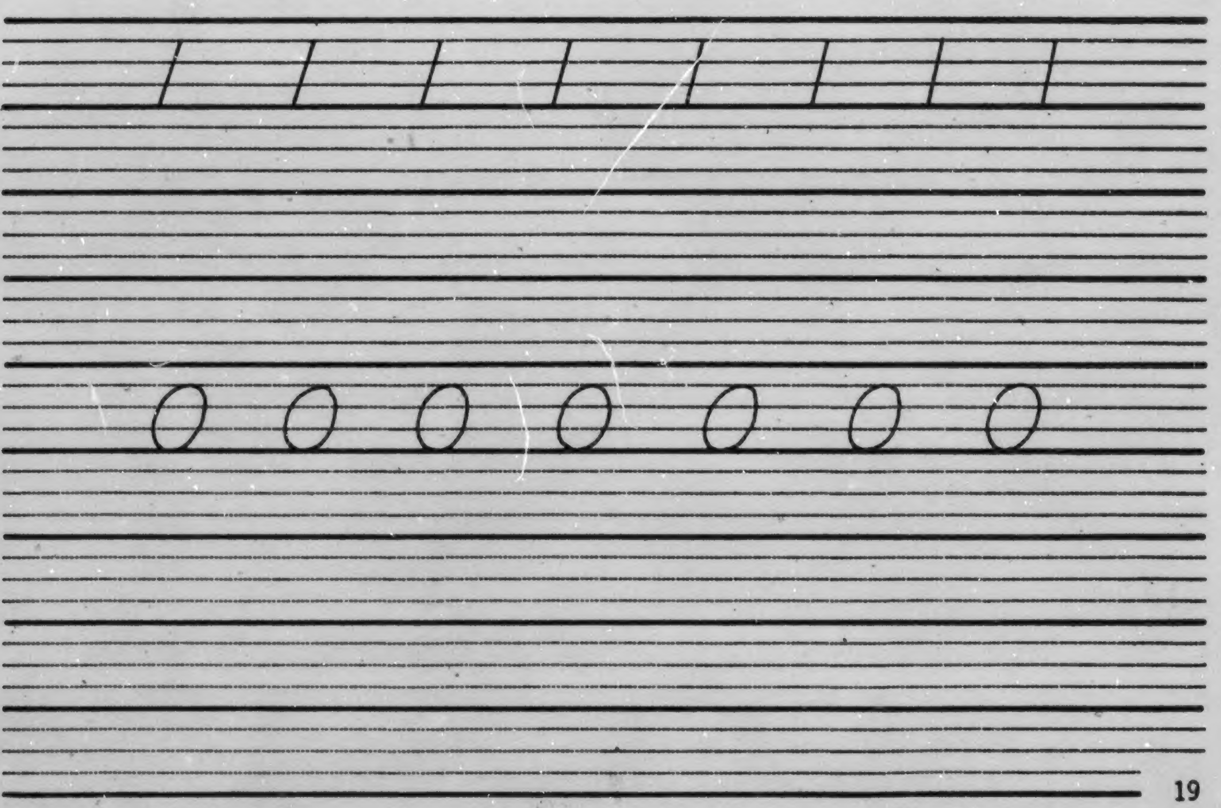
Example: I object to the object on my desk.

PROJECT TASK: *Position writing paper for right or left-handed writers to establish a uniform slant.*


Right-handed Writers
Skywriting
Left-handed Writers
45°

Skywriting is another name for uniform, legible, cursive handwriting. Each week shows the skywriter certain details to perceive clearly. Talking about each detail helps the skywriter know exactly what he will do.

Trace or copy:



Helicopter

A helicopter is not like a bird. It bears more likeness to an insect. It can almost stand still in air. It can fly backward. It can land or take off without a runway.

PROJECT TASK: *Pretest knowledge of voiced and unvoiced consonants.*

PRETEST

Here are 16 consonant sounds with a key word for each sound. They can be matched into pairs. Each pair uses the same mouth and tongue positions. In each pair one is voiced or said with the vibrations of the vocal cords in the throat. This can be felt by placing your hand on your "Adam's Apple." The other sound of a pair is unvoiced, or it is whispered. At the bottom of the page arrange the 16 sounds into pairs. Place the member of each pair into the voiced or unvoiced set.

/ b /	bear	/ p /	park	/ d /	danger	/ f /	fish
/ k /	king	/ t /	television	/ g /	gasoline	/ ch /	chief
/ v /	village	/ th /	thousand	/ th /	this	/ zh /	measure
/ s /	sand	/ z /	zipper	/ sh /	show	/ j /	jury

	voiced	unvoiced
1.	________	________
2.	________	________
3.	________	________
4.	________	________
5.	________	________
6.	________	________
7.	________	________
8.	________	________

PROJECT TASK: *Learn the prefix* **fore-** *and the suffixes* **-ness** , **-ment** , *and* **-ward** .

A PREFIX is a syllable at the beginning of a word. It carries its own meaning into the meaning of the word.

A SUFFIX is a syllable at the end of a word. It carries its own meaning into the meaning of the word.

A ROOT is a one-syllable base word or a syllable from another language. Many English ROOTS come from Latin or Greek. The ROOT carries its own meaning into the meaning of the word.

Send the Shuttle Arm to Planet Prefix. Pick out **fore-** . Here are roots from the docking station this prefix will fit. it means BEFORE or IN FRONT. Add it to these roots from the docking station.

_______cast

_______head

_______man

_______fathers

_______ground

_______sight

_______word

_______see

_______runner

Send the Shuttle Arm to Planet Suffix. Have it pick up **-ward** . It means COURSE or DIRECTION. Add roots you can think of like backward.

_______**-ward** _______**-ward** _______**-ward** _______**-ward**

Did you write forward? Note that the "silent e" in the prefix fore has been dropped. This is an exception to the rule for dropping "e" only for suffixes beginning with a vowel.

This time send the Shuttle Arm to Planet Suffix. Have it pick up the suffix **-ment** and the suffix **-ness** . Both of them carry the meaning THE STATE OF BEING ... OR THE ACT OF ... Fill one or the other into these sentences:

1. A helicopter bears more like_______to an insect than to a bird.
2. In a helicopter, pedals and throttles govern move_______in every direction.
3. Does your junior high school have a form of student govern_______?
4. It takes good judge_______for a pilot to hover a helicopter on a rescue mission.
5. With sure_______the pilot flew at zero speed above the ground.

PROJECT TASK: *Identify complete predicates.*

The complete predicate is the VERB and the words that finish its meaning. The predicate can tell what the subject does. The predicate can tell what is done to the subject. The predicate can just make a statement about the subject.

These subjects come from the model composition. Write the predicate for each subject. Refer to your MISSION 2 model.

1. A helicopter ______________________________.
2. It ______________________________(to an insect).
3. It ______________________________(in air).
4. It ______________________________(backward).
5. It ______________________________(without a runway).
6. Helicopter flying ______________________________ .
7. One ______________________________(to govern movement in every direction to operate a helicopter).
8. The most difficult feat attempted ____________________.
9. The obvious benefit for this kind of bravery ____________.
10. The pilot ______________________________(keeping the machine under control in practicing).

Play Subject and Predicate Charades by making unusual combinations from these two lists.

Subjects		Predicates
Your space shuttle		forecast a meteoric shower.
Enterprise's docking arm		hovered over the stranded astronaut.
An Air Force helicopter		rode smoothly across the water.
The alert pilot		pecked at the worm in the lawn.
A water skier		darted in and out of the petals.
The hungry bird	(were)	was cheered for by the onlookers.
A strange insect		jammed.
This difficult feat		anxiously telephoned Space Patrol.
The pedals and throttles	(were)	was stuck in Planet Prefix
My friend		zoomed into orbit.

PROJECT TASK: *Understand natural order in sentence structure for identifying complete subject and complete predicate.*

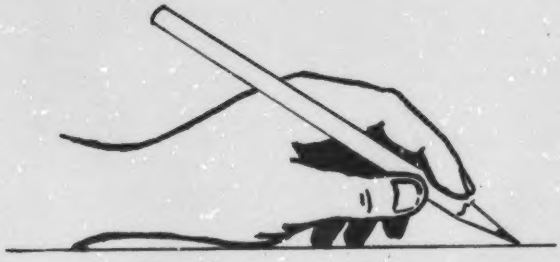
A simple sentence in natural order has the subject and words describing it first. The predicate verb and words which tell when, why, where, or in some other way finish its meaning follow the subject.

complete subject	complete predicate
You	have brought home boxes of shells after a trip to tide pools of ocean beaches.
A great variety of shells for a collection	can be obtained.

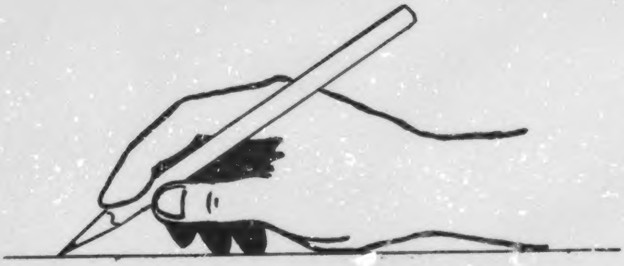
Find the complete subject in the model and supply it for the complete predicate given:

1. ____________________ tell separate stories.
2. ____________________ may find conches, double shells, or shells that have been separated.
3. ____________________ may find cones or ones that can be used for dishes.
4. ____________________ may like to paint some with egg white to make them glossy when your shells are cleaned.
5. ____________________ can be made of shells mounted and arranged in a picture frame that is two or three inches in depth.
6. ____________________ developed the spectacular story of the hermit crab by applying their appreciation of tide pools.
7. ____________________ would appreciate their book Pagoo if you were a "beach nut."
8. ____________________ now understand that a complete predicate can include many ideas to finish the meaning of the predicate verb.

PROJECT TASK: *Grip the pen correctly for both right and left-handed writers.*

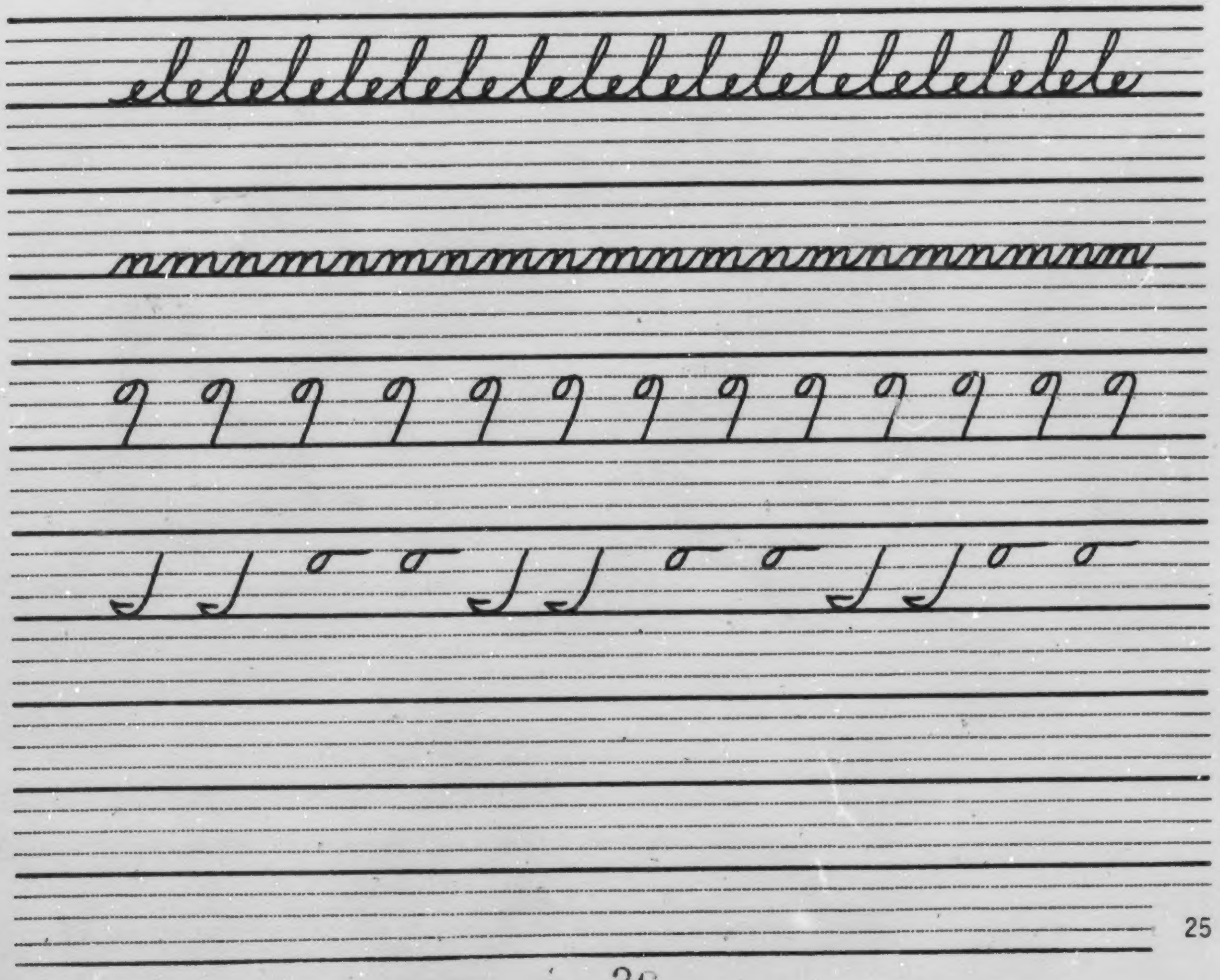


Left-handed Writers



Right-handed Writers

Grip the pen between your thumb and first two fingers. The wrist is nearly flat but not touching the paper. The third and fourth fingers should support the hand. The top of the pen should point to the shoulder that controls the hand. Trace or copy:



Beach Trip

After a trip to the tide pools of ocean beaches, have you brought home boxes of shells? Shells tell separate stories. Guess why they were left? Had the animal made a new home? Perhaps you knew a second fact. The animals had provided food for their enemies.

PROJECT TASK: *Demonstrate discrimination of four blends.*

The consonant sound / b / is voiced and remains voiced when it forms a blend with / l / or / r /.

The consonant sound / p / is unvoiced and remains unvoiced when it forms a blend with / l / or / r /.

These are four very common blends: bl, br, pl, pr. Place them to make frequently used words in the following: (Do not use names.)

___ack
___ain
___aces
___actical
___ade
___ake
___ains
___actice
___ank
___anch
___an
___airie
___ast
___ass
___anets
___ay

___end
___ave
___ants
___ecious
___ew
___ead
___astic
___edicate
___ind
___eak
___ate
___efer
___ock
___eath
___ay
___efix

___ood
___eeze
___easure
___epare
___ossom
___ick
___enty
___esence
___ue
___idge
___ot
___esents
___end
___ief
___ural
___esident

Is it / br / or / pr / ?

___illiant
___essure
___ush
___event
___itish
___incipal
___oad
___onunciation

PROJECT TASK: *Apply rules for forming plurals of nouns.*

Supply the plural form. Use the rules in MISSION 3.

All (system) ______________ were, "Go." The Captain checked his (dial) ______________ and (switch) ______________. The countdown was only (minute) ________________ away. He had sent many (variety) __________________ of (satellite) _________________ to the Enterprise's docking (platform) ___________________. None that had ever gone to the Space Shuttle had been hidden in more secrecy than this one. The (Chief) ______________ of Staff paraded nervously in the Observation (Lobby) _________________. They had witnessed many (solo) ______________________. Why did this Mission require so many (brief) ______________? These (man) ______________ and (woman) ________________ knew something he didn't.

The (radio) _______________ blared familiar (snatch) _________ of firing jargon. The (box) ______________ on the instrument panel buzzed. (Flash) ______________ of brilliant light blinded his (eye) ______________. (Vision) __________________ of (enemy) _________________________ appeared and disappeared in his mind. He knew there had been many (discovery) _________________________ about the (fear) ____________________of Blast Off. Yet, . . .

Write the plurals of:

tack ______________
Smith ______________
bush ______________
buzz ______________
pass ______________
Negro ______________
potato ______________

family ______________
journey ______________
hobby ______________
alloy ______________
pulley ______________
echo ______________
ratio ______________

tooth ______________
ox ______________
reef ______________
shelf ______________
gulf ______________
poncho______________

TEACHING TAKEOFFS

TRACKING Verticle spacing in Skywriting is explained in Orbit 4. Letters and capitals with three verticle spaces are isolated in Orbit 5. Orbit 6 prescribes the height for lower case t and d, numbers, the question mark, the apostrophe, and the exclamation point.

PHONICS These Orbits explore the sounds of t and d, their visual representations, and give special attention to -ed. Orbit 4: simply, capably, gently, noticeably, reasonably, sensibly, possibly, probably. Let's, You're, I'm, They've, It's, Who's, won't. Orbit 5: /ed/ adapted, defended, admitted; /d/ showed, learned, turned, startled, fluttered; /t/ helped, attacked, passed, dipped, guessed, promised. Orbit 6: Circle blends.

MORPHOLOGY Orbit 4: completely, equally, regularly, smoothly; making food with light, photographs well, movie, signature, illustrations, record of the earth; out, out, out, out of, out, out, out, out. Orbit 5: decode, decide, defend, decrease, dependent, independent, defense; adapt, advantages, attacked. Orbit 6: conduct, dictation, expecting, support, admit, invent, infertile, telephoto, victorious, graphic.

SYNTAX Orbit 4: S, no predicate, no predicate, no subject, S, no predicate, S, S; not, two, to, two, too, knot, not. Orbit 5: Nature, Man, South Sea Islanders; They, They, He, it; Each, Everyone, Someone, Nobody, Either. Orbit 6: dictionary's, word's, noun's, volumes' dictionaries', sounds', speech's, dictation's.

MISSION GO Correct form for informal letters: McKee, Paul, et. al., English for Meaning, Book 7. Boston: Houghton Mifflin, 1967. Glatthorn, op. cit. "The Dictionary." Disney, Walt , Wonders of the Animal World. New York: Golden Press, 1964. (color photographs, remote, strange, and elegant animals in their habitats). Klots, Field Guide to the Butterflies; Zim, Insects; Teale, Jr. Book of Insects; Pottmann, Animal Camouflage; George, Beastly Inventions; Kay, How Smart Are Animals.

PROJECT TASK: *Identify why a fragment is not effective. Identify homonyms from the context of the sentence.*

A FRAGMENT lacks a complete subject, or it lacks a complete predicate. In the following group, write S on the line if they are a sentence. Write no subject or no predicate if the group of words is a fragment.

We are living in the Age of Insects. _______________
All other kinds of animals. _______________
More kinds of insects. _______________
Have identified about 850,000 kinds of insects. _______________
Moths and butterflies form one group of insects. _______________
Of the 850,000 more than 100,000. _______________
Dragonflies and mayflies are another group. _______________
All insects are cold-blooded animals. _______________

HOMONYMS are words which sound the same but are spelled differently and have different meanings. Only the context or meaning of the sentence can tell you which word to use...and spell! Fill the correct homonym into the blanks below:

two...the number
to....advance or motion toward
too...also or too many o's for too much
not...negative
knot..tied strands

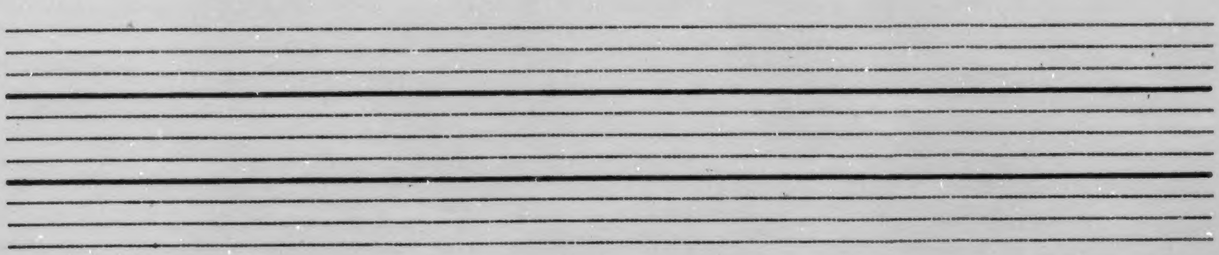
Did you _____ know that there are _____ butterflies with names of punctuation marks? Move close _____ these butterflies and you can see why they are called "anglewings." They have angular, ragged-shaped wings. The question-mark butterfly gets its name from the _____ silvery marks, one on the under-side of each hind wing. The comma butterfly has a silver mark on the under-side of its hind wings, _____. Both are reddish to reddish-brown with black spots on their wings. The spots look like someone embroidered French _____s in them. Their wings look like someone has chipped notches in them. If you think this is _____ true, check a butterfly book.

31

PROJECT TASK: *Demonstrate visual awareness of vertical spacing and the motor control to re-produce what is perceived.*

As you discovered in the pre-test, skywriting requires a base line. Sometimes you have to imagine it is there. In order to do well-designed Skywriting you must also learn to imagine equal distances or spaces above and below that base line.

Here is an example of two base lines like you have on most notebook paper. They are farther apart than in normal paper to show the idea. The dotted lines show the division of the spaces you will learn to visualize even when they are missing. In the space below with a ruler, copy the diagram. Show the dotted lines above and below the base line:



1120 Town Street
City, Calif. 94022
October , 19

Dear Jack,

I went to the County Fair last
Tuesday. I went straight to your
booth. What beautiful pictures you
took! They were not for sale.
I would have bought two. Have
you had them long?

Your friend,
Don

PROJECT TASK: *Associate sounds to symbols. Add the suffix -ly to words ending consonant + -le. Learn the use of the apostrophe for some plurals and contractions.*

CONSONANT + -le + -ly

When you say carefully carefully, you finish saying care + -ful + -ly. In words that end consonant + -le, you finish saying only one / l /. We simply do not say /sim/ + /pul/ + /le/ but /sim/ '+/ply/. Say each of the following before you write it into the sentence:

I like recipes to be (simple + -ly) __________________ written.

The new officers (capable + -ly) __________________ conducted the meeting.

The principal (gentle + -ly) __________________ warned me.

The milk sales dropped (noticeable + -ly) __________________ in January.

The coach was (reasonable + -ly) __________________ sure of the line-up.

My hostess asked me to be (sensible + -ly) __________________ dressed for the cold.

You couldn't (possible + -ly) __________________ mean that!

No, I (probable + -ly) __________________ don't mean it.

(Strangely, English does not use an apostrophe (') this time for left out letters.)

APOSTROPHE (')

We say, "Dot your i's and close up your d's." "All the 4's line up here." "I don't like +'s and -'s on my report card." Did you notice how the apostrophe is used to write the plural of letters, numbers, and symbols? We don't have any difficulty hearing the plural.

The apostrophe is used wherever there is a contraction. Two words are combined, but some sound or sounds are left out. Place the apostrophes:

Let us go. Lets go. It is mine. Its mine.

You are late. Youre late. Who is absent? Whos absent?

I am afraid. Im afraid. It will not. It wont.

They have been here. Theyve been here.

PROJECT TASK: *Learn the suffix* **-ly** *, the two roots* **-photo** *and* **-graph** *and the prefix* **ex-** .

Planet Suffix has sent **-ly** to the Space Shuttle this week. It means IN A ...WAY or IN A ...MANNER. You supply the **-ly** word.

He spoke chiefly of the danger of fire.
He spoke in the most important way of the danger of fire.

The plans were ________________ finished.
The plans were in the manner of being complete and finished.

They divided the milkshake ________________.
They divided the milkshake in an equal way.

She rode to school ________________ on her bike.
She rode to school as a regular way on her bike.

The girls all thought he danced ________________.
The girls all thought he danced in a smooth way.

Planet Root has sent two useful construction pieces. Photograph is made up of two root words. **-Photo-** means LIGHT. **-Graph-** means WRITING or RECORD. A photograph is light-writing because light is necessary to expose the film which becomes the record or picture.

What is a photosynthesis in plant cells?	What is your autograph?
When is a person photogenic?	What are the graphic arts?
Have you ever seen a photoplay?	What is geography?

Planet Prefix provided us this week with one of our most common prefixes: The prefix **ex-** means OUT, OUT OF, or sometimes BEYOND. Write one of these meanings below.

exit is a place to go_____

expose is to place_____in the open or _____in the light

exempt is to take_____

exert is to thrust_____strength

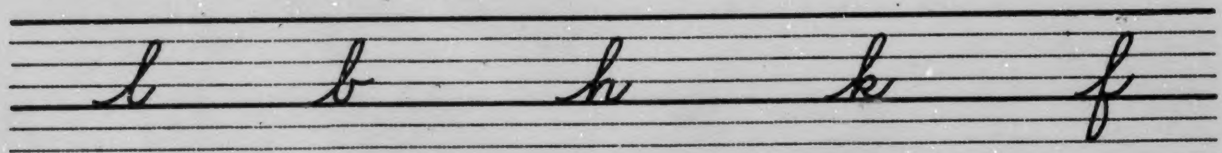
exist is to stand_____

exhibit is to have a thing_____

expand is to spread_____

PROJECT TASK: *See and make letters which are three spaces above the base line.*

All capital letters are three spaces up from the base line. These lower case letters are, too. Make the l loop first in each. Trace or copy these letters below:



PRETEST

Write all of the capital cursive letters below in alphabetical order:

Advantages

Nature adapted animals in two ways. They defended themselves by one way. They looked for food by a second way. Man learned many uses for animals. He turned into a danger to nature. The natural ways lost some of their advantages.

PROJECT TASK: *Learn the three speech sounds for the past tense ending* **-ed** .

Many VERBS have a past tense form by adding the suffix **-ed** . All of the VERBS in this Orbit are made into the past time or tense this way. The suffix **-ed** can be said in three ways. It depends upon the word to which it is added. The three columns below show you. Add the words from the Payloads in Mission 5 to the list to which they belong. There is one for each line.

-ed

/ ed /	/ d /	/ t /
counted	hugged	cracked
disgusted	cried	kicked
pointed	snowed	helped
trotted	cleaned	rocked
floated	closed	missed
haunted	joined	clapped
	amazed	attached
	managed	
____________	____________	____________
____________	____________	____________
____________	____________	____________
	____________	____________
	____________	____________
		____________

PROJECT TASK: *Learn two very common prefixes:* de- *and* ad- .

Send the Enterprise's docking arm to Planet Prefix. Have it pick up de- . This is a very common and useful prefix. It means AWAY or DOWN FROM, OFF. Fill it into each of the following sentences.

Can you take off the meaning of this message? Please, ___code it.

You cut off one alternative after another when you ___cide a matter.

An animal strikes off or away its enemies when it ___fends itself.

Savings from my allowance ___crease or go down when school starts.

Right now I have to live off (hang from) my parents' income. That is why they claim me as a ___pendent.

Some day I will not have to hang off anyone's income but my own. I will be in ___pendent.

Their team played a good game of keeping ours off from the goal. We knew they had a good ___fense.

Put the Docking Arm in motion again to Planet Prefix. This time have it deliver the prefix ad- . It means TO or TOWARD. The only problem with this prefix is that it really likes to visit Asteroid Letter Drop to exchange the d for some other letter. It does this trick before most of the words it fits. See how it changes in these words:

absorb
advance
accept
afflict
aggression
allot
ammunition
announce
appoint
assign
attach

From the model in MISSION 5 find a word with this prefix to fit each of these sentences.

That animal is able to fit to the demands of his environment.

____

The porcupine fish has some favorable conditions to defend himself.

____

The porcupine fish is seldom fastened to by his enemies.

____

PROJECT TASK: *Learn that in a sentence the work of the subject is done by a NOUN or PRONOUN.*

The following sentences have the complete predicate supplied for you. From the model in MISSION 5 find the NOUN that functions as the complete subject of these sentences. Sometimes the complete subject and the simple subject are one and the same word.

Complete Subject	Complete Predicate
______________________________	adapted animals in two ways.
______________________________	learned many uses for animals.
______________________________	wear the hollow, spiny balls for helmets.

From the model in MISSION 5 find the personal PRONOUN that is the complete subject for these sentences.

______________________________	defended themselves by one way.
______________________________	looked for food by a second way.
______________________________	turned into a danger to nature.
______________________________	blows itself up as a defense.

Find and underline the indefinite PRONOUN which is the subject of these sentences. Look at the Satellite Sentence Systems explanation in MISSION 5 for a list of the indefinite PRONOUNS. (Think: A man in place of the indefinite pronoun in each sentence and you can see why they are always singular.)

Each has some special adaptations.

Everyone shows some advantage.

Someone learned to use the animal.

Nobody turned into an enemy.

Either decreases the danger of attack.

PROJECT TASK: *Learn the possessive form of NOUNS.*

NOUNS can do the work of the simple subject. NOUNS can be singular or plural. NOUNS also do the kind of work that is called the possessive form. Persons can own things. Places can have attractions. Things can have parts or features.

An apostrophe (') is used to show the possessive work of a NOUN. The NOUN may be singular or it may be plural. If it does not end in an s, an apostrophe (') and an s are added to it. That is this orbit's task.

Examples: Learn this orbit's task about a word's part of speech.

Find the student's dictionary with the workingmen's tools.

If the NOUN does end in an s, add only an apostrophe (').

Examples: The bus' front wheel was stuck.

She got all his classes' assignments for him.

Practice placing apostrophes in the following:

a dictionarys code

a words use

a nouns meaning

some volumes synonyms

the dictionaries differences

40 sounds markings

a part of speech s symbol

the dictations purpose

PROJECT TASK: *See and make the lower case letters and symbols that are two spaces up from the base line.*

Only two cursive letters but all numerals are two altitude spaces above the base line. Question marks, apostrophes, and exclamation points are also two spaces high. Trace or copy:

1 2 3 4 5 6 7 8 9 0

q t d q t d q t d

took didn't took didn't took

Building Word Power

Does a student's dictionary build word power? The dictionary tells what a word means. It shows how a word is heard. Each dictionary has its own code for marking the 40 sounds. It divides the word. It spells the word. It displays the word's different parts of speech.

PROJECT TASK: *Perceive and say / t / and / d / in blends.*

The sounds / t / and / d / keep their position of the tip of the tongue on the gum ridge at the roof of the mouth in blending them with other consonant sounds. The same release of air occurs; / t / remains unvoiced and / d / voiced.

Practice these words from your Payloads this semester as you circle the blend shown.

/ tr /
transfer
transistor

/ nt /
elephants
front
elementary
different
accident
can't
inventions
grant
phantom
entered
movement

/ ld /
build

/ lt /
felt

/ dr /
drawer

/ ct /
October
select
detective
collect
respect
spectacular
active

/ rd /
guard
heard
border
bird

/ st /
burst
start
almost
breakfast
stair
ghost
station
guest
still
substance
student
telecast

/ pt /
adapt
attempt

/ rt /
certain
certificate

COSMIC CONSTRUCTIONS ORBIT 6 Galaxy 7

PROJECT TASK: *Take a Pretest on Cosmic Constructions to be presented this semester.*

Fill into the blank a common word containing a root. Each will also have a prefix or a suffix, if not both. The words in parentheses ( ) give the key to the word's Cosmic Constructions.

1. I stepped up to (lead together) ______________ the newly formed band.
2. I found it hard to follow the substitute teacher during the (act of saying) ______________ of the sentences for the test.
3. The students were not (looking out) ______________ for an assignment.
4. The student council knew students would (carry through under) ______________ the contract for the dance band.
5. Late students have to report to the office for an (send to class) ______________ slip.
6. The Rock Group only had to (come into) ______________ a name before the dance.
7. Early farmers avoided the (not able to bear crops) ______________ rocky slopes.
8. The Camera Club discussed buying a (light from a distance) ______________ lens for their new camera.
9. The (one full of conquering spirits) ______________ team cheered.
10. The student newspaper took an award for its (recorded in a visually pleasant way) ______________ layouts.

TEACHING TAKEOFFS

TRACKING The student perceives, verbalizes about, and makes lower case cursive letters. The positive feedback from verbalizing helps the student conceive where he is to begin and what kinds of strokes he is to make.

PHONICS This series must give the student with auditory concept handicaps an opportunity to become keenly aware of his mouth and throat muscles in speech. The Lindamood manual is very helpful. Orbit 7: (optional);Sonic,Cosmic,characteristic, fantastic.Orbit 8: (optional);school,orchestra,chorus,anchor, character,stomach,chemistry,accompany,accompanied,occur, occurred,accurate,accustomed,unique,conquer.Orbit 9:gone, again,goes,guest,guide(other options);rigged,baggage,beggar, stagger;ghost,ghastly,league,vague,fatigue.

MORPHOLOGY By this time the concept of the Shuttle bringing word parts from Planets Prefix, Root, and Suffix is clear. The Asteroid Letter Drop is necessary to three basic Androidic Asteroid Antics, the term for spelling rules.Orbit 7:con-,com-,com-, cum-,com,com,com,Con-:4,10,17.11,1,3,2,14,5,6,15,7,13,8, 9,12,16,18, Orbit 8:student,employer,copyist(copier),carrier, photographer,historian,fliers,employees,lobbyists,Egyptians. Orbit 9:submitted,reference,unforgettable,colorful,grabbed, regularly,government,beginning payment,propeller,committee, vigorous,darkness,rigged;-port- portward,deportment,apportion, porter,exported,portly,important.

SYNTAX Expanders of NOUNS are grouped as determiners, possessive PROMOUNS, and ADJECTIVES. The concept continues that a word is a part of speech only because of the job it does. Orbit 7: a,an,an,a,an,an;our,its,their,these(their)(those),its Orbits 8 and 9: refer to the model composition itself.

MISSION GO National Geographic Index or Reader's Guide to Periodical Literature. Mission 8: minutes or parliamentary procedures. Mission 9: extend the use of indexes. National Geographic, America's Wonderlands; Atlases

PROJECT TASK: *Learn that determiners, possessive pronouns, and adjectives help tell exactly which noun the communicator means.*

English has a group of words that do a special kind of work for NOUNS. They all help tell exactly which noun the communicator means.

DETERMINERS

A, an, and the are determiners. The word a is used before nouns beginning with a consonant sound. The word an is used before nouns beginning with a vowel sound. (Orbit 6 referred to an s. It was talking about the letter s. When that letter's name is said, the first sound is like / e /. It is a vowel sound at the beginning of its name.) Write a or an in these sentences:

Jacob had ____ 7 on his uniform, but Mark had ____ 8.
Most old soldiers say, "____ honorable man fights for his country."
____ crewman reported ____ emergency in ____ instant.

POSSESSIVE PRONOUNS

In Orbit 6 you learned how to make POSSESSIVE NOUNS by adding an apostrophe (') or an apostrophe and an s ('s).

The team watched the team's own fumbles on videotape.	POSSESSIVE NOUN
The team watched its fumbles on videotape.	POSSESSIVE PRONOUN

The POSSESSIVE PRONOUN does work in place of the POSSESSIVE NOUN. It does not use an apostrophe. If the NOUN it replaces is singular, it must be singular. If the NOUN to which it refers is plural, it must be plural. Here are the POSSESSIVE PRONOUNS:

Singular:	Plural:	Singular:	Plural:
my	our	that	those
your	your	any	many
his, hers, its	their	every	several
this	these	each	some

Fill in a POSSESSIVE PRONOUN in the following:

_______ nation is proud of _______ national parks. Congress provides for _______ care. Americans enjoy _______ king-sized playgrounds. The nation has set aside 14 million acres of _______ public land.

ADJECTIVES

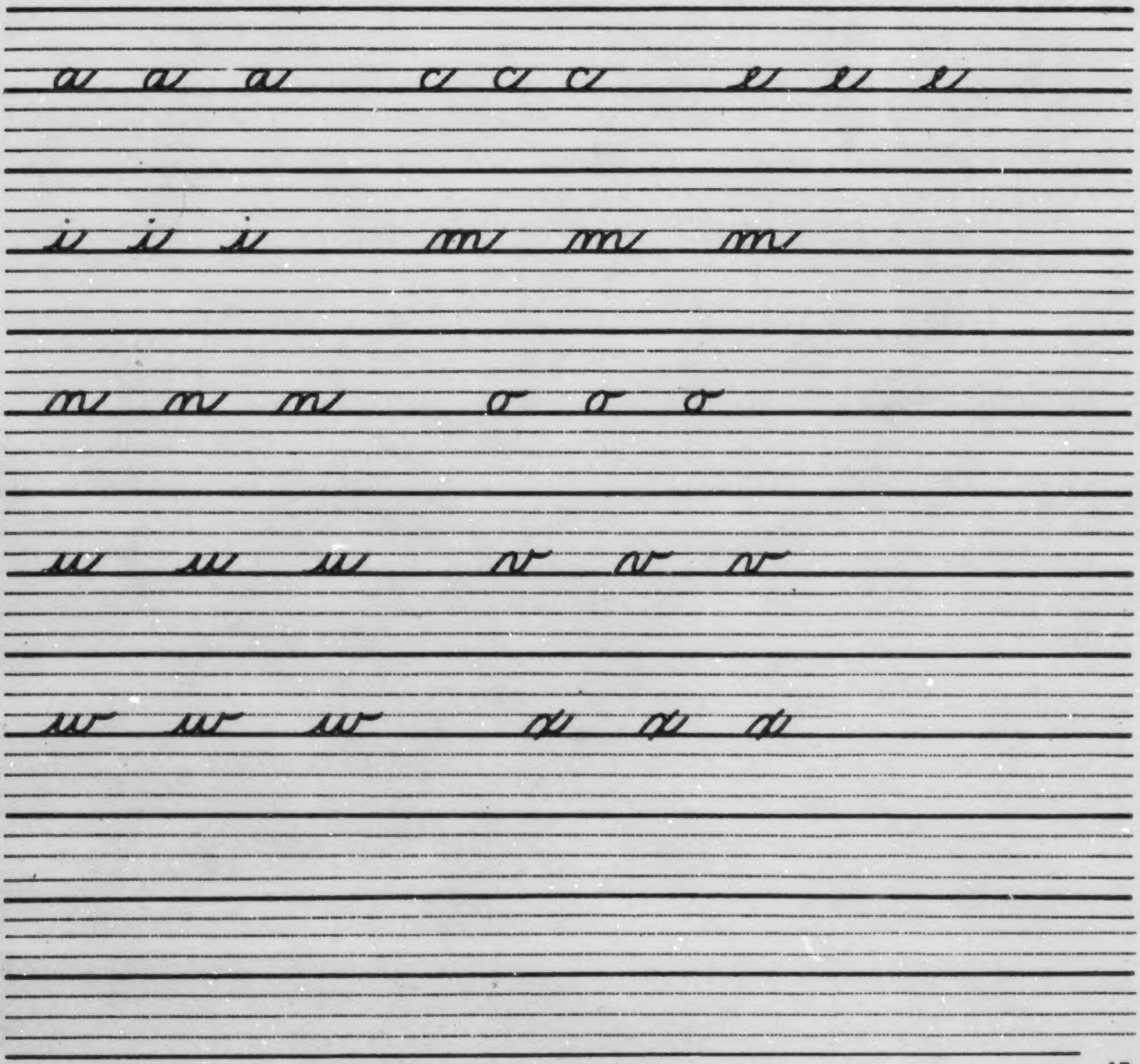
ADJECTIVES describe exactly what a noun is like. Sometimes two words are needed to do the work. In the title for this MISSION 7 those two words are king-sized. A hyphen (-) is used for these two-word adjectives.

Both NOUNS and ADJECTIVES can be listed in a sentence. Each item in a list or series, is set off by a comma (,).

NOUN list: Bears, wildcats, panthers, and crocodiles live there.
ADJECTIVE list: There hang delicate, fragile, dainty orchids.

PROJECT TASK: *Perceive and make the lower case letters which are all within the first space above the base line. Some have parts inside the first space. Trace or copy these letters which have all of the letter body within the first space:*

Some lower case letters have only part of the letter in the first space. These lower case letters have all of the letter body within the first space. Trace or copy:


a a a c c c e e e
i i i n n n
m m m o o o
u u u v v v
w w w s s s

King-sized Playgrounds

No nation has ever done anything like it. Decades ago Congress set aside public lands for king-sized playgrounds. Today we are lucky to have these national parks. There are 38 of these colorful parks. They cover 14 million acres. Congress keeps good care of them for our common use.

PROJECT TASK: *Learn the difference between the k and the ck spellings for / k /. Learn that certain vowels go with c when it spells / k /. Learn the suffix -ic .*

In this Orbit you are confronting one of the sound barriers in English spelling. This Orbit would be quite easy if English had one symbol always for one sound. Spelling would then be just matching sound to symbol. For many, many words there is a common symbol you have learned to match to a sound. Here is a case in which 6 different symbol patterns can spell / k /. This Mission you are learning three. In each group find one more from the model:

The sound / k / is spelled k, often with a silent e (-ke), after long vowels. See the pattern in take, joke, oak, speak, and __________. The sound / k / is spelled ck most often after a short vowel sound. See the pattern in stick, back, wreck, knock, __________, and o'clock. The sound / k / is spelled c in many kinds of syllables when followed by a, o, or u. They make c hard. See the pattern in _______, care, decade, _______, _______, _______ and second.

The sound / ik/ spelled -ic, can be just a syllable or part of a syllable as in these sentences: The public demanded a report. (Public is a NOUN.) His logic frightened me. (Logic is a NOUN.) In these words / ic / is NOT a suffix. The suffix -ic can be an ADJECTIVE-MAKING suffix meaning OF..., or HAVING TO DO WITH... Fill in words from this MISSION with this suffix for these sentences:

(Having to do with the sounds)__________(of the sounds) Phonics.

(NOUN) is this Orbit. (Having to do with our Space Shuttle)

__________Constructions teach prefixes, roots, and suffixes.

These Indians still wear a (style having to do with their character)______________style of (clothing like a fantasy)

______________clothing of centuries ago.

PROJECT TASK: *Learn the prefix cum- with its variations and the three adjective-making suffixes -ful, -ous, and -ic.*

Send the Shuttle Arm to Planet Prefix for another very common prefix. Have it pick up cum- . It will have to stop by Asteroid Letter Drop because the u changes to o in several forms of this prefix meaning WITH or TOGETHER. The m also changes to l, n, r, or is dropped altogether in many forms of the prefix. Fill in the form of the prefix to make the words in these sentences.

My brother tried to fasten together or ____nect the cars on his model train.
The act of putting together ideas, or shapes and colors, or musical notes is _____position.
The act of exchanging thoughts or messages with each other is _____munication.
When you put together a report, you have ac____ulated a set of facts.
The recipe said to ____bine the first three ingredients.
The ____bat soldiers went into battle together.
The ____mittee was sent together to make suggestions for better ____operation at assemblies.
The national ____gress comes together to make laws.

The Shuttle Arm picks up three adjective suffixes at Planet Suffix for this Orbit. The suffixes -ful and -ous both mean FULL OF... or HAVING... The suffix -ic means HAVING TO DO WITH ... or LIKE ...

HOOK - UP

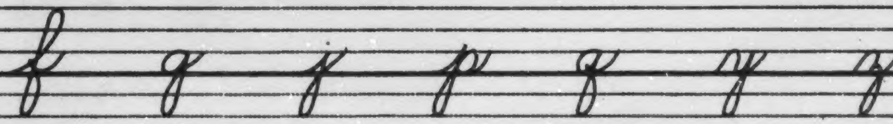
Find the HOOK-UP number which will fit the meaning and write it.

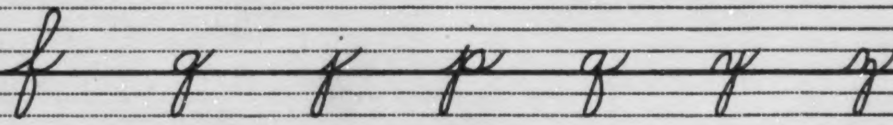
____filled with beauty
____having to do with love for one's country
____having a delightful taste
____having to do with poetry
____like a hero
____full of spirit, not calm
____taking care
____full of mystery
____like a tragedy
____bringing rest
____like Her Majesty
____willing to help
____full of kindness
____full of doubts
____like metal
____having much room
____like life really is
____full of earnest thought

1. heroic effort
2. careful study
3. nervous energy
4. beautiful actress
5. tragic accident
6. restful night
7. helpful friend
8. doubtful principal
9. metallic suit
10. patriotic song
11. poetic expression
12. spacious office
13. gracious hostess
14. mysterious note
15. majestic scene
16. realistic plan
17. delicious dessert
18. serious question

PROJECT TASK: *Perceive and produce those letters which have tail loops two spaces below the base line.*

Trace or copy these letters which have tail loops. Make the loops two spaces below the base line. All of the loops have one side straight, the other side curved.





Student Activities

Students at most junior high schools can choose an activity. They can't knock courses like art, shop, cooking, chorus, or orchestra. At three o'clock many boys and girls are out for sports. Others are active in student government.

PROJECT TASK: *Identify when the sound / k / is spelled k, ck, c, ch, cc, and qu.*

In Orbit 7 you identified the unvoiced consonant sound / k /. You learned it is often spelled with a k and silent e after long vowels. You learned that it is often spelled ck after short vowels. You learned that it is spelled c in some words when a, o, or u follows c. You learned that the adjective suffixes -ic and -ical have this sound. Find the words in Mission 8 which fit these patterns:

k	ck	c	-ic or -ical
smoke	stick	decade	heroic
speak	__________	second	poetic
__________	__________	__________	__________
	__________	__________	
	__________	__________	
	__________	__________	
	__________		
	(7 in all)	(17 in all)	

Many words which have come to us from the Greek language use ch to spell the sound / k /. Find those in Mission 8.

scholastic, schedule, stomach, orchid, __________

__________, __________, __________

__________, and echo.

The cc pattern happens because the prefixes ad- ob- sub- make a letter change before roots beginning with c. Find those in Mission 8 which follow this pattern:

account, according, occasion, succeed, __________

__________, __________, __________

__________, __________,

A few words that have come to English through the French language use que to spell the unvoiced sound / k /. Find two in Mission 8.

technique, __________, __________

PROJECT TASK: *Learn the y to i instance for adding suffixes. Learn the group of suffixes meaning ONE WHO or THOSE WHO.*

ANDROIDIC ASTEROID ANTICS

The Space Shuttle for English makes good use of its Asteroid "Letter Drop." In adding suffixes it has to make stops at "Letter Drop" to leave a letter, to exchange a letter, or to pick up an extra letter. This Orbit we will learn about only one of these antics we are calling *Androidic Asteroid Antics*. It is the Antic of y to i. In making plurals of nouns you experienced this antic.

If a word ends in y with a consonant just before it, change the y to i before any suffix EXCEPT for one beginning with an i like -ist or -ing. Leave the y if there is a vowel just before it.

In a few instances the Asteroid plays tricks on us. In daily and in shyly it plays tricks, and in student it drops the y altogether.

The Shuttle Arm gathered at Planet Suffix a group of suffixes. These all mean ONE WHO, or THOSE WHO:

-er -ar -or -ist -eer -ent -ant -an -ian and -ee

Add the right suffix. Use the y to i Antic.

ONE WHO will study ______________________

THOSE WHO fly ______________________

ONE WHO employs ______________________

THOSE WHO are employed ______________________

ONE WHO copies ______________________

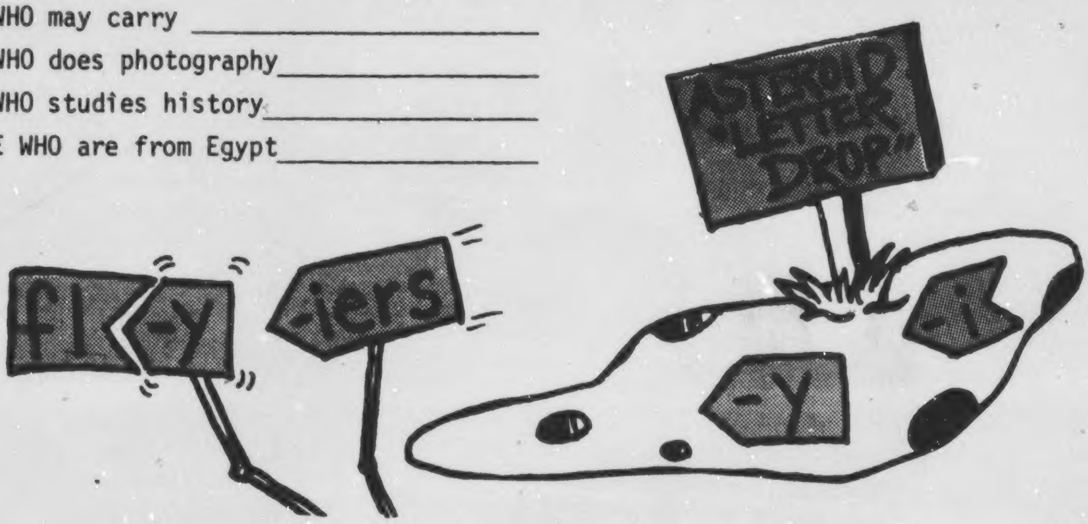
THOSE WHO work in the lobby of Congress to get bills passed ______________________

ONE WHO may carry ______________________

ONE WHO does photography ______________________

ONE WHO studies history ______________________

THOSE WHO are from Egypt ______________________



PROJECT TASK: *Identify the work of a verb and distinguish between action and non-action predicates.*

VERBS tell what is happening in a sentence. VERBS state a fact or condition.

TRANSITIVE VERBS tells something is happening. The word that tells the doing, the action, is a VERB. It tells what the subject is doing or what is being done to the subject. Example: I write this sentence. This sentence is read by you. With FORM OF BE VERBS the reader is being told a fact or condition. The word that helps make the statement of fact is a FORM OF BE VERB.
Example: This sentence is short.

The easiest way to identify a FORM OF BE VERB is to memorize them. They can be used one by one and they can be used in any combination.

be
being
been
am
is
are

was
were
have
has
had

can
could
shall
should

will
would
do
does
did

may
might
must

Sometimes the TRANSITIVE VERB that tells the doing...the action...uses one or more of the FORMS OF BE as a helper or auxiliary VERB.

From the model fill in these predicates:

TRANSITIVE VERBS

Students can ____________________ an activity.
They can not _______________ many courses.
Some schools _______________ a constitution.
Officers ___________________ courage.
Candidates _________________ for office.
The Student Council _____________ events.
Committees ________________ information.

FORM OF BE VERBS

Boys and girls __________________ out for sports.
Others _________________active in student affairs.
The constitution _______________ the anchor for student government.
Officers _________ ___________ curious about it.
Activities ____________________fun.

PROJECT TASK: *Learn the TO form of a VERB makes an infinitive or verbal BUT NOT the predicate VERB of a sentence.*

The base form of any VERB is combined with TO. In this form it is never the predicate verb of a sentence.

In the following sentences the complete subject and the complete predicate are listed. Each sentence has an infinitive verbal set aside and underlined.

Complete Subject	Complete Predicate
The tired members of the team	tried (to review.)
All of his efforts (to get a job)	failed.
The hardest test (to take)	was given that day.

From these sentences in the Mission 9 model add the predicate verb to this list.

Our guest ________________ to the Port of Oakland.
He always __________ with his guide book (to see the great liners.)
He __________ me once after a league game (to go with him.)
We ______________ cargo tankers loaded with gasoline.
Colorful flags ____________________ on the liners like signals.
They ____________________ like ghosts on guard later in the fog.

Sometimes the whole infinitive is used as the subject of the sentence:

To accomplish this turnaround takes about two days usually.

To clean vacant quarters is a staggering chore.

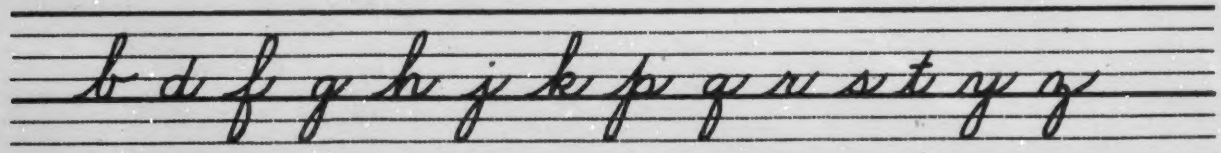
To load cargo requires about two days.

To fill a big ship with fuel demands 40,000 barrels.

Circle the predicate verb in the above sentences.

PROJECT TASK: *Perceive and produce those lower case letters which have combinations of altitudes above or below the base line.*

Write these in groups. Be able to tell why you put letters in a set. Think only of altitude above and below the base line. Trace or copy:


b d f g h j k p q r s t y z

A Great Port

Our guest has gone to the Port of Oakland. He always goes with his guide books to see the great liners. Once he grabbed me after a league game to go with him. We saw cargo tankers loaded with gasoline. Colorful flags were rigged on the liners like signals. Later in the fog they looked like ghosts on guard.

PROJECT TASK: *Learn the four ways the sound / g / can be spelled. Identify common blends with the sounds / k / and / g /.*

The voiced sound / g / has four ways it can be written in English. Some useful words are given as examples. Find other examples for each in Mission 9's model.

g	gg	gh	gue
get	egg	ghetto	vogue
____________	____________	____________	____________
____________	____________	____________	____________
____________	____________		____________
____________	____________		
____________			

When the sound / k / blends with / s /, / l /, and / r / the letter c is used. The blends become sc, cl, and cr.

(The sound / k / combines with / s / following it to make the consonant sound / ks / often spelled x. The sound / k / combines with / w / to make the consonant sound / kw / often spelled qu. These two consonant sounds will be met again later.)

The sound / g / blends also with / l / and / r / in many words.

Circle the blend in each of the following lists as you say the word.

cl / k /
circle
clothes
class
claws
clay
clean
clouds
close
clock
uncle

cr / kr /
crack
crash
crawl
create
cream
cried
crops
cross
crowd
crust

sc / sk /
scales
scarcely
scared
scattered
score
screen
sculpture
screw

gr
grabbed
grade
gradually
grain
grand
granted
graph
grass
great
green
grew
ground
group
grown

gl
glad
glance
glass
glory
glow
glue

PROJECT TASK: *Learn the instances for doubling the final consonant for some suffixes. Learn the root word* **port** .

ANDROIDIC ASTEROID ANTICS

This is the second of the Antics that must take place on Asteroid "Letter Drop." If a word ends with one consonant with just one vowel before it and the suffix begins with a vowel, the final consonant must be doubled so long as the accent or stress stays on the last syllable before the suffix. In such a case you must pick up another consonant at the Asteroid. Write the word:

submit + ed = ______________

refer + ence = ______________

unforget + able = __________

color + ful = ______________

grab + ed = ________________

regular + ly = _____________

govern + ment = ____________

begin + ing = ______________

pay + ment = _______________

propel + er = ______________

commit + ee = ______________

vigor + ous = ______________

dark + ness = ______________

rig + ed = _________________

Send the Shuttle Arm to Planet Root to pick up **port** . The root **port** means CARRY. Use the prefixes, roots, and suffixes the Space Shuttle has docked for you so far. Think of a **port** word for each blank below:

As the vessel slowly moved through the bay ____________(in the direction of the port), I began to control my ____________(act of carrying myself away). I sorted my baggage to ____________(act of assigning some to myself to carry and some to the porter) that which I would have the ____________ (one who carried) handle. Nothing I had bought had been ____________(carried out of our country by commercial ships) from our country. I might have to pay duty on some of the imports I had with me. At that moment, the __________ (in the manner of good carriage) captain came to wish me farewell like I was some really ____________(like a thing that carried significance) person.

TEACHING TAKEOFFS

TRACKING	Orbit 10: Post-test on vertical spacing: base line,3,2,5,t and d, ? ! (or'),7,14 Orbit 11: Pre-test on cursive letter formation: U,V,z,v,O, G,s,S,F,P,p,H Orbit 12: Perceiving, describing, and making the individual letter parts from beginning to end.
PHONICS	This series deals with the consonant pair, unvoiced / f / and voiced / v /. Ample oral and auditory experience with these two sounds precedes the / th / and / th / of the next block. Orbit 10: wolves,lives,leaves,thieves,gulfs, reefs, cuffs, giraffes,shelves,halves,wives,sheaves. Orbit 11: Ghana,throughout,bought,caught,fought,ghastly, brought,might,neighborhood,sight,enough,laugh,thought. Orbit 12: (optional answers) Vesuvius game.
MORPHOLOGY	Orbit 10: natural,likeness,practicing,handling,separated, completely,spiny,famous,naming,fortunate,foresight,forward. Orbit 10: equipment,likeness,wilderness,craftsmanship,direction, collection,assignment,instruction,movement. Orbit 11: self,life,ball,beyond(over),life,over,over,self, life,over,self,ball,ball,ball,beyond. Orbit 12: Provides enough defnitions for a classroom TV Quiz Show.
SYNTAX	VERBS! Active,passive,transitive,intransitive,Forms of BE, precede direct object, the indirect object, and object of a preposition functions. See English handbook section like the one in Patterns of Communication, Book 7. The true test comes in student writing by dictation, original composition and/or proofreading. Orbit 10: See model + BE, I V, BE, I V Orbit 11: S,S,D,N,K,I,I,Y,D,-,S,S,S,S,F,O,O,S,-,W,P,M,W,V,D, F,F,super-excellent, R.S.V.P.,E Orbit 12: Nile River gave reasons; they made government; they brought water,Egyptians developed surveying, they invented clock, inventors did devise calendar, landmarks vanished (no D.O.), people invented system, scientists decoded hieroglyphs.
MISSION GO	Compare the school newspaper to a local daily for features, news, sports, entertainment. McWhirter, Norris and Rose, Guiness Sports Record Book. Mullin, Junior Illustrated Encyclopedia of Sports. Scott, H. Hierogylphs.

SATELLITE SENTENCE SYSTEMS ORBIT 10

PROJECT TASK: *Learn the concepts of transitive active and passive VERBS and intransitive VERBS showing action or being.*

In Mission 8 you learned that ACTION VERBS can be alone or they can have a HELPER from the FORMS OF BE. Mission 8 called these TRANSITIVE VERBS. ACTION VERBS can be TRANSITIVE or INTRANSITIVE. (Planet Prefix gives us **trans-** meaning ACROSS.)

The ACTION in TRANSITIVE VERBS can move two directions:

ACTIVE	The subject ACTS on an object that receives the action. Example: Andrew flies his spaceship.
PASSIVE	The action PASSES back and the subject receives the action. Example: Andrew is amused by the English universe.

The ACTION in INTRANSITIVE VERBS is not received by anything.
Example: The Space Shuttle orbits.

No ACTION takes place in "FORMS OF BE" VERBS.
Example: Our Space Shuttle is a word transport.

Systems Maneuvers

The following sentences have TRANSITIVE PASSIVE VERBS. The subject receives the action. Change the sentence so that a subject ACTS and this subject receives the ACTION as an object. Find the sentence in the Model to help.

The front page is flagged by the school's famous figure. (PASSIVE)

______________________________ (ACTIVE)

A story naming them in a fun way is often found by students. (PASSIVE)

______________________________ (ACTIVE)

The Falcon is looked forward to by students. (PASSIVE)

______________________________ (ACTIVE)

Future stories for the paper are thought of by others with foresight. (PASSIVE

______________________________ (ACTIVE

Label the following sentences IV for INTRANSITIVE VERB or B for FORM OF BE VERB:

The Falcon is the best bargain around school. ______________

The Falcon staff flourishes on its craftsmanship. ______________

Journalism is an elective class. ______________

The Falcon circulates monthly. ______________

POSTTEST

1. The line you write on is called a _____________.
2. All capital letters are _____________ lines or altitude spaces above the base line.
3. Numerals are _____________ lines or altitude spaces above the base line.
4. How many lower case letters are tall-loop letters three spaces above the base line? _____________
5. Only the lower case letters ______ and ______ are two spaces above the base line.
6. ______, ______ and ______ are punctuation marks two spaces above the base line.
7. _____________ lower case letters have loop tails two spaces below the base line.
8. _____________ lower case letters are fully inside the first space above the base line.

The Falcon

Students look forward to their newspaper *The Falcon*. The school's famous figure flags the front page. Often students find a story naming them in a funny way. A few students favor chiefly the sports reports. Others with foresight think of future stories for the paper.

PROJECT TASK: *Identify / f / as an unvoiced consonant sound spelled f and ff. Learn its common blends with / l / and / r /. Review nouns ending in f + e and ff for their plural forms.*

Write words in your Mission 10 payloads for

/ f / spelled ff ______ ______ ______

______ ______ ______ ______

______

Say the word and circle the blend that includes / f / in each list:

/ fl /

flag
flame
flash
flat
flavor
flood
Florida
flows
flying

fleet
flesh
flew
flight
float
floor
flower
flute

/ fr /

fractions
frame
France
freedom
frequently
fresh
friction
Friday
friends

frightened
frog
from
front
frontier
frozen
fruit
frying

Many nouns ending in f or fe change the f or fe to v and es for their plural forms.

calf = calves knife = knives self = selves

Other nouns ending in f or ff simply add s to form their plural.

chief = chiefs staff = staffs roof = roofs

To be certain use a dictionary! Write the plural form:

wolf ______
life ______
leaf ______
thief ______

gulf ______
reef ______
cuff ______
giraffe ______

shelf ______
half ______
wife ______
sheaf ______

PROJECT TASK: *Learn to apply the "drop the e" rule. Learn suffixes* **-tion**, **-ion**, *and* **-ship** *meaning ACT OF ...QUALITY OF BEING...STATE OF BEING...*

ANDROIDIC ASTEROID ANTIC #2

When words end in a silent e, sometimes they have to drop it at Asteroid Letter Drop before a suffix is added. If the suffix starts with a vowel, the silent e is dropped UNLESS it follows a c or a g and the suffix's vowel won't do the job of keeping c and/or g soft. The soft sound means that c says / s / and g says / j /. The letters e, i, or y will keep them soft. For example:

The raging waters in the ravine were outrageous to the rangy cattle.
(rage + ing) (outrage + ous) (range + y)

In a few instances the e is kept so words will not be confused. For example:

The committee was dyeing egg shells in the dying light of the evening sun.
(dye + ing) (die + ing)

Here are phrases from your first 10 Missions. Write correctly the silent e word. Be able to explain why you drop or keep it.

It looks (nature + al)____________
bears more (like + ness)____________
In (practice + ing)______________
skillful (handle + ing)____________
that have been (separate + ed)______
lie (complete + ly) flat___________

hollow (spine + y) balls__________
(fame + ous) figure_____________
(name + ing) them_______________
school is (fortune + ate)_________
with (fore + sight)______________
look (fore + ward)_______________

Your Shuttle Arm is picking up three suffixes from Planet Suffix. All of them mean ACT OF...QUALITY OF BEING...STATE OF BEING... They make NOUNS.

-tion is a very common NOUN suffix. Its other form **-ion** appears on many words ending in t or t + silent e. For example, direct + **-ion** is simply direction, but vacate + **-ion** become vacation, with the e dropped.

-ship means QUALITY OF BEING A...

Add one of these suffixes to the root words below. Drop e if the rule fits.

-ment **-ness** **-tion** **-ion** **-ship**

equip______________
like_______________
wild(er)___________

craftsman___________
direct_____________
collect____________

assign____________
instruct__________
move______________

SKYWRITING ORBIT 11 monday Galaxy 7

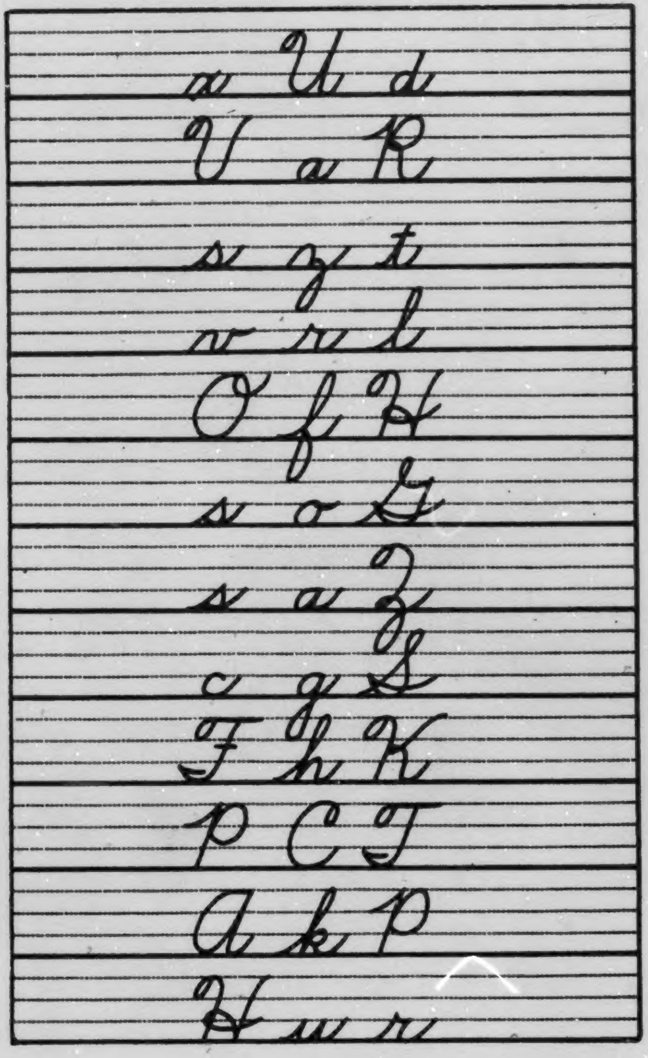
PROJECT TASK: *Perceive and make 12 basic strokes of cursive handwriting.*

when - how relate to wk bk

P R E T E S T

Circle the letters in each group which best illustrates each stroke named:

1. small loop and cane
2. three-line upcurve
3. overcurve
4. bridge
5. rounded back downcurve
6. loop to the left
7. one-line upcurve
8. boat stroke
9. three-line downcurve
10. retrace
11. tail loop
12. intersection



World of Sports

The names of moon-league teams
are enough to make anyone laugh.
Some teams have been the Alphabet
Soups, the Phantom Orphans, the
Rough Elephants and the Cough Drops.
Some teams are physically tough.
Other teams don't get ruffled easily.
Only a few students are not fond
of school sports.

PROJECT TASK: *Learn / f / spelled gh and ph. Learn that gh takes the sound / g / at the beginning of a few words and is silent in a number of common words.*

The sound / f / is represented in a few words by a ph.

The / f / can also be represented by gh at the ends of a few words. Watch out for gh, though, because it can be tricky. In MISSION 9 you found a few words beginning with the sound / g / spelled gh. English also has about 30 common words in which the letters gh are silent. Say these words aloud and circle the ph or the gh to learn the pattern of the cluster.

gh says / g /

ghost
Ghana
ghetto
ghastly
ghoul

gh says / f /

laughed
rough
tough
enough
cough
trough

gh is silent

thought
bought
through
throughout
though
caught
taught
fought
brought
naughty
neighborhood
height
eight
weigh
light
night
right
might
sleigh
dough
knight

ph says / f /

phonograph
paragraph
hieroglyph
photo
phrase
physical
philosophy
phase
pharaoh
phantom
phone
staphlococcus

Complete this paragraph with words from these lists:

Cocoa King

____________ is on the coast of West Africa. It was once known __________ the world as the Gold Coast. Early Portuguese settlers __________ and sold gold and slaves. Natives raided their own tribes and __________ slaves. Seven wars were ____________ before this __________ practice was ______________ under the law prohibiting it. In recent times Ghana ____________ be called the Cocoa King. Go to your ______________ grocery and ____________ the price on any cocoa product. It is ___________ to make you ______________ at the _______________ that gold had ever been Ghana's gold.

PROJECT TASK: *Learn the prefixes* **auto-** *and* **super-** .
Learn the roots **bio** *and* **sphere** .

The Shuttle Arm makes two excursions this Mission. It passes Planet Prefix to pick up **auto-** meaning SELF and **super-** meaning OVER, BEYOND, GREATER. You know that sports' superstars are always being asked for their autographs. In Mission 4 you learned the root **graph** meaning WRITE. What better way is there to WRITE yourSELF than sign your name?

The Shuttle Arm proceeds to Planet Root to add **bio** meaning LIFE and **sphere** meaning BALL.

In the following sentences complete the meaning with one word:

1. An autobiography is the written record of a person's life by him________.
2. A biography is the ________ of a person written by another person.
3. The atmosphere is the ________ of air surrounding the earth.
4. A supersalary is a salary ________the normal payment for similar work.
5. A group of biologists, or scientists who study ________, docked at the Enterprise.
6. The superintendent must ________ see all activities of the district.
7. A supercilious person is ________ bearing or haughty and not well-liked.
8. MISSION WRITE's Andrew Android Write is an automaton or ________-operating spaceman.
9. The search for another biosphere than earth continues by those who believe there must be ________ on other planets.
10. Can biologists superimpose or place what they know about life on earth ________conditions on other spheres in space?
11. Poisoning due to disease germs in one's ________ is autoinfection.
12. The ruddy, gaseous ________surrounding the sun is called the chromosphere.
13. The giant ________ of light surrounding the sun is the photosphere.
14. The continents of North and South America are often called the Western Hemisphere, which means that half of the earth's ____________.
15. Achieving records ________ anything previously set makes an Olympic athlete's supreme feat.

PROJECT TASK: *Learn to proofread for correct use of capital letters and hyphens.*

In the following letter place capital "cursive" letters and hyphens where they are needed. Follow the rules in Mission 11 or your English Handbook.

1111 superior sphere
Orbit 11, Galaxy 7
december 53, 1988

My charming Andrew,

How thoughtful of you to leave starlight caught in the branches of our trees last night! My dad brought out the phrase naughty knight as he referred to my phantom friend of outer space. in the very next breath he got tough and said i'd better have it cleaned up by eight. "yes, dad," I coughed.

Of course, the kids in the neighborhood thought it was slight ly hilarious. some of them did help as I struggled through the limbs. We boxed it up as a practical joke for one of our friends. He was well known for his jokes when he lived on superior sphere. We sent it space freight to oscar's obnoxious Organization, 001 satel lite way, pegasus, milky way 10001.

You are warmly invited to a valentine's day party at my home on friday, february 14, 1989, at 7:30 p.m. It will be a super excellent party for out of space people. Please, beep an r.s.v.p.

earthly wishes,

Bea Dream

PROJECT TASK: *Learn another job a NOUN does. Identify the receiver of the action of a TRANSITIVE ACTIVE VERB as the direct object and as a NOUN or PRONOUN.*

In Mission 10 you learned that when a subject ACTS and something receives the ACTION, the sentence has a TRANSITIVE ACTIVE VERB. This diagram will help you remember the ACTION and the receiver or direct object.

In the dry months the Egyptians could grow two crops.

(subject) NOUN PRONOUN	(transitive active verb) ACTION VERB	(direct object) NOUN PRONOUN

For the following sentences write the simple subject, the action verb, and the direct object in the right column.

	subject (NOUN, PRONOUN)	transitive active verb (ACTION VERB+ HELPER)	direct object (NOUN, PRONOUN)
The Nile River gave the Egyptians the reasons for several inventions.			
They made a government in every village.			
They brought water to their crops.			
The Egyptians developed surveying.			
They had invented a shadow clock.			
The Nile River inventors did devise a calendar.			
At flood time landmarks vanished.		(This is an intransitive action verb!)	
These creative people had invented a system of writing.			
Centuries later scientists decoded the hieroglyphs.			

73

PROJECT TASK: *Perceive, describe, and produce the strokes for capital U and V and lower case u and v.*

Both capital U and V begin with a small loop and cane stroke. Begin just below the third line with a small right-hand loop. Touch the third line with the loop. Curve the line and slant it left to the base line. From the base line make a three-line upcurve. Do a retrace stroke for U to join the word. Capital V ends at the third line. Trace or copy:

U U Use

V V Village

Lower case u has two one-line upcurve strokes and two retrace strokes. Lower case v begins with an overcurve stroke, curves back to the base line, and then ends with a bridge stroke just under the first line. Trace or copy:

u u u under under

Villages used the river.

Nile River Inventors

The Nile River gave the Egyptians the reasons for several inventions. They brought water to their crops. In dry months they could grow two crops. They made a government in every village. They could live and work together.

PROJECT TASK: *Practice saying and hearing words repeating the sounds / f / and / v /.*

You have heard of Tongue Twisters. These are Lip Lickers because the following lists contain words repeating the sounds of / f / and / v /. You may think of others to add to each list.

/ f / followed by / f /

faithful
fluffy
fanciful
foodstuff
fanfare
forceful
farfetched
forefathers
faroff
forefinger
fearful
forefront
fifty
forklift
fifteenth
forty-four
firefly
foster-father
firefighters
four-footed
first-floor
frightful
fitful
fruit-flavored
flagstaff
fulfill
fleet-footed

/ f / followed by / v /

flavor
favorite
fervent
festival
fever
fifty-five
fish-liver
frivolous
fugitive
fun-loving
furtive

/ v / followed by / f /

vaporfree
vengeful

/ v / followed by / v /

valves
vaudeville
velvet
Vesuvius
vivacious
vivid

Add other combinations as you think of them:

liftoff ____________

____________ ____________

____________ ____________

____________ ____________

____________ ____________

____________ ____________

Vesuvius

To play the class game Vesuvius you may have partners or play individually. Write a Vesuvius Lip Licker like one of the samples below. Record it on a slip of paper for exchange so that it can be easily read. Exchange Lip Lickers. Time contestants using a ratio of number of words to seconds. Each contestant attempts to repeat from memory the Lip Licker given him. Partners must recite in unison. Errors disqualify. The largest fraction wins.

Examples:

My frivolous, fun-loving foster-father's favorite foodstuff is fish-liver.

I have fifty-five valves in my vaporfree velvet Volkswagon.

PROJECT TASK: *Learn two meanings for the prefix in- and its letter changes. Learn the roots vent , vis , vince .*

A famous leader of another civilization, the Roman, was Julius Caesar. He sent a message to the Senate in Rome to announce his victory over all of Asia. It said, "Veni, vidi, vici." After 2000 years it is still a marvel of reporting. It simply says, "I came, I saw, I conquered."

The root ven or vent is in many words we use today. It still carries the meaning COME.

venture = the act of coming into something
convention = the act of coming together
Advent = For many Christians this means "The Coming."
adventure = the act of coming to an experience
event = coming out of a happening
prevent = coming before something happens
intervention = the act of coming between

The root visi or vid is also widely used in English. It carries the meaning SEE.

visible = able to be seen
television = act of being seen from a distance
vision = act of seeing
invisible = not able to be seen
visit = go to see each other
provide = see what is needed and go forth with it

The root vince or vict is almost as common as the two above. It carries the meaning CONQUER.

victim = one who is conquered
victor = one who wins
victorious = full of victory or triumph
convince = to win over with you
convict = to conquer with facts brought together

In- Twins

The prefix in- meaning NOT can change its n to other letters. Often it becomes m before and m or a p simply because it is easier to say. It can be r or it can be l. Circle the prefix in these words.

impossible
immoral
incapable

indirect
impure
impatient

illegal
irregular
indistinct

irrational
illiterate
irrelevant

The prefix in- can also mean INTO or IN. This is its meaning in the list word invention.....the act of coming into something. It has the meaning of IN or INTO in these words:

interior
inhale
imprison

impress
immigrant
influx

influence
immune
import

TEACHING TAKEOFFS

TRACKING	Cursive capital and lower case letters have basic strokes and shapes. Verbalizing where to begin, how to go, and where to end aids perception. Clear and precise perception is emphasized rather than lengthy practice.
PHONICS	Orbit 13:Unvoiced /th/ are those 27 not listed here. /th/words:the,they,other,these,there,their,gather,bathe, lather,neither,furthermore. Suffix th:tenth,eleventh, twelfth,strength,length,depth. Orbit 14:introduces word frequency concept and drawing conclusions from statistics: st:Still study a small story.;spec,special,species,specific; (optional answers). Orbit 15:mass,press,scissors,fascinate, scientific;(five)since,once,certain,substances,furnace, preference,surface,offices,residences,cylinder,quartz;VERBS: has,is,does,melts,goes,presses,blows,mixes,casts,pushes, stretches,oozes.
MORPHOLOGY	Orbit 13:Crossword:1.special,2.spectrophotograph,3.spectrum, 4.inspect,5.expect,6.spectacle,7.prospect,8.spectator,9. specimen,10.respect. Orbit 14:telegrapher,television, telephone,telescope,telemeter,teletype. Puzzle:transmitter, committee,permit,admit,mission,missile,intermission(REPTILE). Orbit 15:under or beneath, 7 times;mit,spect,port,fer; submitted,transfers,supported,suspect,inferences,preferred.
SYNTAX	Orbit 13:of worship,for many faiths,to their rites, of other faiths;Moslems show Mohammed respect. Christians pledge Jesus their faith; Jews give Maccabaeus honor.;To many, acts of faith earn man's soul blessings. Orbit 14:conjunctions to be circled are either..or.., and, or. Other answers directly from model composition. Orbit 15:Self-checking learning test or a Posttest on VERBS.
MISSION GO	Orbit 13:Editors of LIFE, The World's Great Religions. New York:Simon Schuster,1958. Orbit 14:Do some national events grow into festivals or rites? "Rose Parade", National Georgraphic Magazine, June, 1954, pp. 805-816. Orbit 15:Both technology and art of glass in reference books. Amerongen, The Way Things Work, Vol. I; Wilson, American Science and Invention; Wood, Stained Glass Crafting.

SATELLITE SENTENCE SYSTEMS ORBIT 13 Galaxy 7

PROJECT TASK: *Identify NOUNS (or PRONOUNS) as objects of prepositions and as indirect objects.*

Two More Jobs for NOUNS (or PRONOUNS)

A word that functions in a sentence as the object of a preposition or as an indirect object is a NOUN (or PRONOUN).

Learn to identify prepositional phrases:

> They always begin with a preposition. It is a word to show some kind of relationship: for worship, throughout the world, in the light, of a power, through a parade.

A NOUN (or PRONOUN) always follows the preposition as object of the preposition. Circle it in the phrases above.

There are four other prepositional phrases in the first paragraph of the model. Write them. Underline the preposition. Circle its object.

________________ ________________

________________ ________________

The NOUN (or PRONOUN) that receives the action of a TRANSITIVE ACTIVE VERB is the direct object. You learned about them in MISSION 12.

A NOUN (or PRONOUN) that receives the direct object is an indirect object. Many times this receiving is stated in a prepositional phrase and the same NOUN (or PRONOUN) becomes the object of the preposition. See MISSION 13.

> Example: Andrew sent me a message. Andrew sent a message to me.

Re-write these sentences so that the indirect object becomes the object of a preposition:

1. Moslems show respect for Mohammed.

   ____

2. Christians pledge their faith to Jesus.

   ____

3. Jews give honor to Maccabaeus.

   ____

4. To many, acts of faith earn blessings for man's soul.

   ____

PROJECT TASK: *Perceive, describe, and make capital A, O, and C and lower case a, o, and c.*

Capital A, O, and C all begin at the top of the third line and have a rounded-back downcurve to the left. Only O does not connect to the word. It ends with a small loop left. Capital A has a retrace stroke to the base line. Capital C begins with a small loop. Trace or copy:

O O Often A A All

C C Carefully O A C

Lower case a, o, and c are all one space high. They begin at the top in a rounded back and sit on the base line. Make the bridge stroke for o slightly curved just below the first line. Lower case o and c do not have small loops. Trace or copy:

a many o month a o

c c special c c special

Months of Rites

This is a month of worship for many faiths. All give much thought to their rites. Carefully they inspect their length and worth. They respect the rights of other faiths throughout the world. Often there are special days for worship.

PROJECT TASK: *Learn to distinguish / th / and / th /. Learn the suffixes* **-th** .

The two sounds / th / and / th / are made with the tip of the tongue resting lightly against the teeth. The tongue controls the flow of air through the teeth. / th / is unvoiced. Turn the motor of the "Adam's Apple" on for creating the vibrations that make / th /.

Here are some easy words to practice on. When you are sure of the two sounds, list all of the / th /'s in the model composition and Payloads. Be sure to place the word in the right category.

27 have / th /		11 have / th /
thing	birthday	this
with	threw	then
three	teeth	that
think	throat	than
____________	seventh	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

The suffix **-th** is triplets! See your MISSION 13 explanation. Find three words in which the suffix **-th** means RANK:

1.____________ 2.____________ 3.____________

Find three words in which the suffix **-th** means THE STATE OF BEING...

1.____________ 2.____________ 3.____________

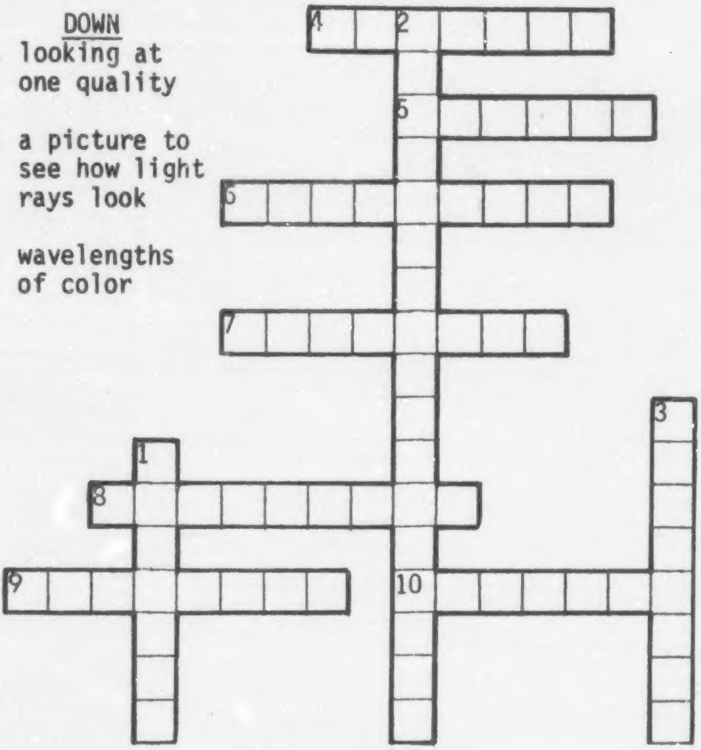
Do any of your religious rites use the other suffix meaning in words you use? If so, what words?

PROJECT TASK: *Learn the root* **spec** *and demonstrate understanding of HOMONYMS.*

The Shuttle Arm picked up triplets at Planet Suffix. You investigated these again on the Sonic Phonics Orbit. On the way back to the Space Shuttle's docking platform the triplets needed someone to watch them. The Shuttle Arm picked up **spec** , **spect** meaning LOOK, or WATCH at Planet Root. Complete the crossword puzzle using: inspect, respect, prospect, spectacle, specimen, spectrum, special, spectator, expect, spectrophotograph.

DOWN

1. looking at one quality
2. a picture to see how light rays look
3. wavelengths of color



ACROSS

4. look into a thing
5. look out for
6. something to look at
7. look forward to
8. one who watches
9. a sample to look at
10. look back again with high regard

HOMONYN HYMNS

Homonyms are words which have the same name or sound. Sometimes they are called homophones for this reason. They are NOT spelled the same, and they do NOT mean the same things. ONLY the meaning in a sentence can tell which homonym to use.

Ask Him a Homonym Hymn is the name of this game. The object is to write a saying, a sentence, or a title using one group of homonyms together. Here are some examples:

You have a right to write about one of your own rites.

They're going there now to get their order.

PROJECT TASK: *Perceive, describe, and make all parts of capital S and lower case s and r.*

Begin capital S with a three line upcurve. Make a loop to the left before the down stroke. Pause at the tip of the boat stroke at the end. Write or trace:

S States Stairs S S

Lower case s and r start with an upcurve. It points barely over the first line. Retrace the base stroke of s on the base line. Slant the top of r slightly. Copy or retrace:

s s spreads s s

s s streets business

Rose Parade

Thousands listen to the telecast of the Rose Parade on New Year's Day. A parade course spreads along streets in Pasadena, California. States and cities submit floats. Stairs of fresh flowers are molded into many sights. Guests and parade are big business.

PROJECT TASK: *Distinguish blends with / s /. Make statements from given statistics.*

Over 5 million word samples were taken from school books in all subjects from third through ninth grade. More than 85,000 of these were grouped by a computer. These were the consonant blends beginning with / s / that appeared more than 200 times. The number shows how many times out of the 5 million samples it occurred.

sl
slaves 206
sleep 717
slept 200
slightly 247
slipped 214
slow 396
slowly 1112

sm
small 3555
smell 378
smiled 413
smoke 328
smooth 331

sn
snakes 226
snow 948

sw
sweet 319
swim 290

spr
spread 531
spring 802

st
stand 1081
stars 713
start 1087
started 1409
state 1281
statement 507
states 683
station 341
stay 914
steady 243
steam 340
steel 565
steps 747
stick 502
still 3421
stone 593
stood 1387
stopped 1057
store 681
story 2237
students 475
study 2581

sp
spaces 227
Spanish 476
speak 661
special 1192
species 276
specific 247
speech 469
speed 750
spell 1052
spelling 1217
spend 418
spent 522
spider 229
spoke 512
spot 403

str
straight 797
strange 710
straw 213
stream 338
street 748
strength 354
stretched 251
strike 252
string 483
strip 230
strong 1140

Write Statements from Statistics

1. The most frequent consonant blend beginning with / s / in school textbooks is _________.
2. The four most frequent consonant blends beginning with / s / can make this sentence:____.
3. The root _________studied in Mission 13 appears in these words with consonant blends:______________, ______________, _________________.
4. The most surprising word to find on the list was _________________ because____.

COSMIC CONSTRUCTIONS ORBIT 14 Galaxy 7

PROJECT TASK: *Learn the prefix tele- meaning FROM AFAR and the root mit , mitt or mis meaning SEND.*

Finish this story with tele- words. Use a dictionary.

Andrew Android Write sent a telecommunication to the Space Shuttle. It beeped, "Transmitting prefix tele- to Shuttle Arm by telephotography PAQ. ANDREW." (The crew learned later PAQ stood for Pretty Androidic Quick!) Soon the Chief _____________(one who writes a record from afar) spotted Andrew on his _____________(act of seeing from afar) screen. He dialed his _____________(sound from afar) to get a _____________(to look at from afar). The Chief checked the _____________(instrument to measure how far distant an object is from the observer). At that moment the _____________(instrument to type from afar) tapped out the news. "ANDROID NEARLY CAPTURED BY SHUTTLE ARM"

Even if the Shuttle Arm missed Andrew, it swept by Planet Root for mis , mit , mitt meaning SEND. The Shuttle crew found out that even transmission of messages by telemechanics can make mistakes. This is the message that got to Planet Earth:

SPACE_______________ESCAPES

Work this puzzle. Find the missing word.

one who sends radio messages	t r a n s _ _ _ _ _ △
those who are sent together to do a job	c o m _ _ _ _ _ △
allows a thing sent through	△ _ _ _ _ _
to allow one to enter or be sent to school	_ _ m i △
a special job one is sent to do	_ _ _ s △ o n
Any object sent through the air	_ _ _ _ _ △ e
a break sent between the acts of a play	i n t △ r _ _ _ _ _ _ _

PROJECT TASK: *Learn that in any of their functions NOUNS (or PRONOUNS) can be compound.*

In MISSIONS 1 and 2 you reviewed compound words. They are words made up of two words, like football and sideline. Nothing is used to join them. A few like post office are kept separated.

NOUNS (or PRONOUNS) can be compound, too, in each function. They need a word to join them. It is called a conjunction. The one used for joining two NOUNS (or PRONOUNS) is usually and. Others are or, both...and..., either...or..., neither...nor.... More than two NOUNS (or PRONOUNS) make a list or series. Remember a (,) comma is used between each one in a series. Circle the conjunctions in the examples below:

The possessive function of NOUNS (or PRONOUNS) can be compound:

Either Jim's or Joe's bike was found.

The subject function of NOUNS (or PRONOUNS) can be compound:

Andrew and the Chief laughed.

Add the compound subjects from the model to these:

______________ and ______________ submit floats.

______________ and ______________ are big business.

Marching ______________ and ______________ are usually admitted.

______________ and ______________ are applied in the final hours.

The direct object function of NOUNS (or PRONOUNS) can be compound:

It hit a comet or an asteroid.

Add the compound direct objects from the model:

The group decides the ______________ and other ______________.

Each float transmits a ______________ and a parade ______________.

The object of the preposition function of NOUNS can be compound:

The telecast came over Channel 4 and Channel 7.

Add the compound object of the preposition from the model:

They are covered with ______________ and ______________.

Designers combine roses with other ______________ and ______________.

The indirect object function of NOUNS (or PRONOUNS) can be compound:

He tossed Sarah and me the hot cookie.

PROJECT TASK: *Review VERBS and Prepositional Phrases. Check the tasks requested in the Student MISSION with this self-checking key.*

TRANSITIVE ACTIVE VERBS	TRANSITIVE PASSIVE VERBS	INTRANSITIVE ACTIVE VERBS	INTRANSITIVE FORMS OF BE
1. has held	2. is made		
3. does make			4. was
		5. melts	
6. mix, (and) cause	7. is dropped, (and) is pressed	8. blasts, (and) casts	
		9. appears	
		10. flows	
	11. is drawn	12. oozes, (and) stretches	
	13. is sucked		
14. fabricate, (and) insulate			15. become
	16. is woven		
17. can cut	18. has been submitted		
19. resists			
21. have	20. is preferred		

(The numbers are the sentences of the model in order. There are 5 compound VERBS. Any kind of VERB can be compound.)

Find all of the Prepositional Phrases in Glass Secrets:

1. for man; since Egyptian times
2. from sand
3. (none)
4. of sand
5. in the quartz; in a glass furnace
6. with the silica; of glass
7. for a dish; of hot glass; into a mold; with a plunger
8. into a mold
9. (none)
10. between rollers
11. from the furnace; over the outer surface; of an immense cylinder;
12. along a small cylinder; to the desired diameter;
13. through pierced holes
14. (none)
15. (none)
16. into many fabrics
17. (none)
18. to scientific tests
19. (none)
20. for fascinating industrial uses
21. of movie screens and awnings;for glass fabrics.

PROJECT TASK: *Perceive, describe, and make all parts of capital G and lower case g.*

Begin capital G with a three-line upcurve. Make a small loop to the left and curve it down right to a point on the second line. Pause before a left curve down to the base line sweeps beyond to the tip of the boat stroke. Copy or trace:

G G Glass Ghost

Lower case g starts like a. Extend the retrace stroke straight to the second line below the base line. Make a tail loop to the left. It intersects at the base line. Copy or trace:

g g glass Egyptian

Glass Secrets

Glass held secrets for man since Egyptian times. Glass is made from sand. Does that make sense? Much of sand was once quartz. The silica in the quartz and other substances melt in a glass furnace. Certain substances mix with the silica and cause several kinds of glass.

PROJECT TASK: *Learn the spellings for / s /. Many NOUN plurals take / s /. Many third person singular VERBS require / s /.*

Here are some samples of the spellings of / s /. Remember that c must be followed by e, i, or y to take the sound / s /. Add words from the model to fit these spellings. Stop when the lines are filled.

ss for / s /	sc for / s /	c for / s /	z for / s /
glass	science	nice	Ritz
__________	__________	__________	__________
__________	__________	__________	
	__________	__________	
		__________	
		__________	

The PRONOUNS he, she, it or any NOUN that can be replaced by one of these PRONOUNS is called third person singular. It is the person, place, or thing the communicator is telling about. As a subject the third person singular takes a certain VERB form for telling about the present time.

The communicator refers to himself as I. This is first person singular. A person being spoken to is second person or you. VERBS are easier to understand in this pattern because we can see changes:

Present Time or Tense

	singular		plural	
First (person speaking)	I	learn	we	learn
Second (spoken to)	you	learn	you (all)	learn
Third (spoken about)	he, she, it	learns	they	learn

Remember NOUNS ending in s, sh, ch, x, and z needed es for plural? Third person singular VERBS in the present tense need es if they end with those sibilant (hissing) sounds, too! Some VERBS have a different word. Add the third person singular form for the present tense:

I have	it has	I go	he______	I cast	it______
I am	he______	I press	it______	I push	she______
I do	she______	I blow	it______	I stretch	it______
I melt	it______	I mix	he______	I ooze	it______

PROJECT TASK: *Learn the prefix* **sub-** *the root* **fer** *and the suffixes* **-ance** , **-ence** .

The Space Shuttle has just docked a widely used prefix with **sub-** . You see it change to **sus-** , **sur-** , **suf-** . It means UNDER or BENEATH. Write the meaning in each sentence:

A substitute takes the place__________another person or thing.
A submitted plan is sent__________consideration.
A king's subject is placed__________his command.
To subscribe to a magazine place your name__________the order.
When you suffer through a test you bear up__________the ordeal.
If you suspect a person's statement, you look__________the words.
A support is placed__________anything to carry the weight of it.

From the examples above what roots have we learned?

______________,	______________,	______________,	______________.
send	look	carry	bear

The root **fer** means BRING, BEAR, or YIELD.

Coniferous trees are those that are full of and bearing cones.
Farmers fertilize to make their soil yield good crops.
A conference brings a group together for a meeting.
If you transfer to another class, you bring a permit across.

The root **fer** is combined in a number of words with the suffixes **-ance** or **-ence** meaning ACT OF...ING, STATE OF BEING..., or QUALITY OF... This suffix has an "Antic" of its own when playing the game of Androidic Asteroid Antics. (Double the final consonant on words ending with one vowel and one consonant when the suffix begins with a vowel, and when the accent or stress stays on the last syllable before the suffix.) **-ance** and **-ence** often cause the accent to shift to the first syllable.

'	'	'
confer	conferring	conference
refer	referring	reference
infer	inferring	inference
transfer	transferring	transference
prefer	preferring	preference

Use word parts now docked at the Space Shuttle to complete this:

Glass has been______________(sent under) for centuries to the artist. He______________(carries across) its features into objects often______________(carried under their protection) by museums as works of art. Would you______________(look under) that glassware can allow one to make______________(act of bringing conclusions into facts) about the civilization making it. Fine glassware is proudly______________(brought before) by many.

TEACHING TAKEOFFS

TRACKING Student perceives and makes capital and lower case cursive Z, T and F, P and R. Tracing or copying the model "mastery" paragraph gives practice in transferring the skill.

PHONICS Orbit 16: /z/z,Arizona;ze,none;zz,none;se,New Jersey;x,none; s,Illinois(optional)Missouri,Kansas,Louisiana. Orbit 17: /sh/sh,shy,vanish,cushion;ci,special;ti,impatient,examination. Orbit 18: /sh/sh,fashion,fish;ti,pollution,national;ci,social, special,officials;si,emission;ss,issue;ch,machines;s,sure;c, oceans;x,anxious.

MORPHOLOGY Orbit 16: Contest-type exercise on derivations using -ize and -ation: humanize,humanization;fertile,fertilize;normal, normalization;generalize,generalization;equal,equalize; harmonize,haronization. Orbit 17: Introduce "word key module" with -duc- meaning LEAD: 1.2.9.4.8.5.6.7.3 Orbit 18: Prefix: over,to,with,down,out,not and in,into,under,from afar; Root: send,light,carry,look,conquer,see,come,say,bear,write,life, ball; Suffix:in a...way,past tense, plural,one who,full of, having,one who,to make,act of...ing,act of...ing,act of ...ing, full of,one who,one who.

SYNTAX Orbit 16: Nouns and adjectives can function as complements after a FORM OF BE. dizzy,p.a.;digits,p.n.;center,p.n.;town and zone,p.n.(compound);numbers,p.n.;advisable,p.a. Orbit 17: Imperative sentences:Do(not)show,Dress,get,Station,Introduce, Share,Remember,Approach,Pay. Orbit 18: Posttest on Functions of Nouns(or Pronouns)1.subject 2.predicate noun 3.indirect object 4.subject 5.direct object 6.subject(compound) 7.subject 8.object of preposition(compound) 9.predicate noun 10.possessive.

MISSION GO Orbit 16: World Almanac; Orbit 17: Bottel,To Teens with Love;Sugarman,Seventeen Guide to Knowing Yourself; Orbit 18: Pringle,Laurence. The Only Earth We Have. London: Macmillan,1969(86 pp.,good photographs,indexed); Swatek,User's Guide to the Protection of the Environment; Battan,The Unclean Sky.

PROJECT TASK: *Learn the complement function of ADJECTIVES and NOUNS (or PRONOUNS). Know that it can be called other names.*

Remember the FORMS OF BE VERBS:

am
is
are
be
being
been

was
were
have
has
had

can
could
shall
should
will
would

may
might
must

These VERBS sometimes work like a FORM OF BE:

look
seem
appear
become

sound
taste
feel
grow

A FORM OF BE VERB needs some idea to finish its meaning. Sometimes a prepositional phrase is enough:

This figure is at the post office. (Read appears for is.)

Sometimes an ADVERB telling when or where is enough:

He is always there. (Read seems to be for is.)

When it is an ADJECTIVE describing the subject, it is a complement called a predicate ADJECTIVE.

Mr. Zip Code is funny. (Read sounds for is.)

When it is a NOUN (or PRONOUN) meaning the same thing as the subject, it is called a predicate NOUN (or predicate PRONOUN).

The figure is Mr. Zip Code. (Read became for is.)

The arrows show that predicate ADJECTIVES and predicate NOUNS always refer back to the subject. Write the complement from the model. Label it p.a. or p.n. Draw an arrow from it to the subject of the sentence. Circle the FORM OF BE:

That number does sound dizzy. p.a.

Zip Codes are always five_________. _____

The second and third digits become the division or city distribution______________. _____

The last two digits are your specific_________and _______. _____

Surprisingly, these are your former zone _________. _____

Code numbers are _________for fast deliveries of mail. _____

PROJECT TASK: *Perceive, describe, and make capital* Z *and lower case* z.

Begin capital Z with a loop and cane stroke. Another small right-hand loop at the base line curves into a tail loop two lines below the base line. Remember a tail loop ends crossing at the base line. Copy or trace:

Z Z Zip Zone Z Z

Lower case z starts with the overcurve stroke one line high. A tail loop extends two lines below the base line and intersects at the base line. Trace or copy:

z z zip z z zone z z

Mr. Zip Code

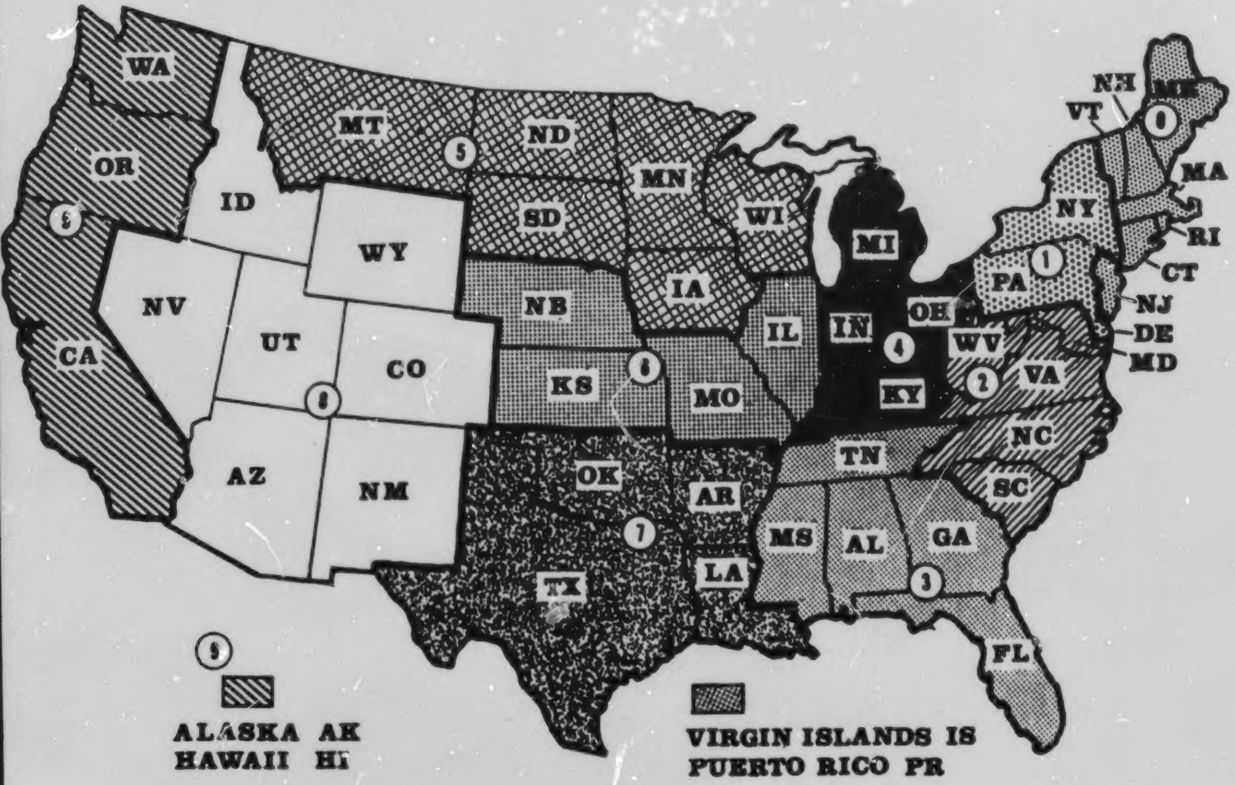
This figure is at the post office. The sign says Mr. Zip Code. He may puzzle you. Use Zip Code, please. Your mail goes to zones faster. The post office handles over 100 billion pieces of mail a year. Does that number sound dizzy?

PROJECT TASK: *Learn the sound / z / can be spelled z, ze, zz, s, se, and x. Be able to say the names of all 50 states. Identify those with / z /.*

The map below shows the authorized two-letter abbreviations for the 50 states. It also shows the nine Zip Code zones. Words from your Payloads demonstrate the ways / z / can be spelled. Write those states whose names have a / z / sound in the right category. There may be more lines indicated than you will discover state's names.

/ z / = z	/ z / = ze	/ z / - zz	/ z / = se
zip	maze	dizzy	use
zones	recognize	puzzle	please
________	________	________	________

/ z / = x	/ z / = s		
anxiety	always	says	position
	divise	does	presently
	handles	goes	________
________	________	________	________


WA
OR
CA
ID
NV
UT
AZ
MT
WY
CO
NM
ND
SD
NB
KS
OK
TX
MN
IA
MO
AR
LA
WI
IL
MI
IN
OH
KY
TN
MS
AL
GA
FL
WV
VA
NC
SC
PA
NY
VT
NH
ME
MA
RI
CT
NJ
DE
MD
0
1
2
3
4
5
6
7
8
9
ALASKA AK
HAWAII HI
VIRGIN ISLANDS IS
PUERTO RICO PR

COSMIC CONSTRUCTIONS ORBIT 16 Galaxy 7

PROJECT TASK: *Learn the VERB-forming suffix* ***-ize*** *or* ***-ise*** *meaning MAKE.*

For most words in English the **-ize** suffix came from Greek and the **-ise** from Old French. They both make hundreds of VERBS out of NOUNS or ADJECTIVES. They both can be turned into hundreds of OTHER NOUNS by adding **-ation** meaning STATE OR ACT OF...ING.

DOUBLES, TRIPLES, or FOURSOMES

Your team will have five minutes to complete the chart and add as many more as you can find. What you add must have all three forms. It must be "legalized" by the dictionary if questioned. Score a point for each legible, correctly spelled, "legal" response by exchanging for another team to referee.

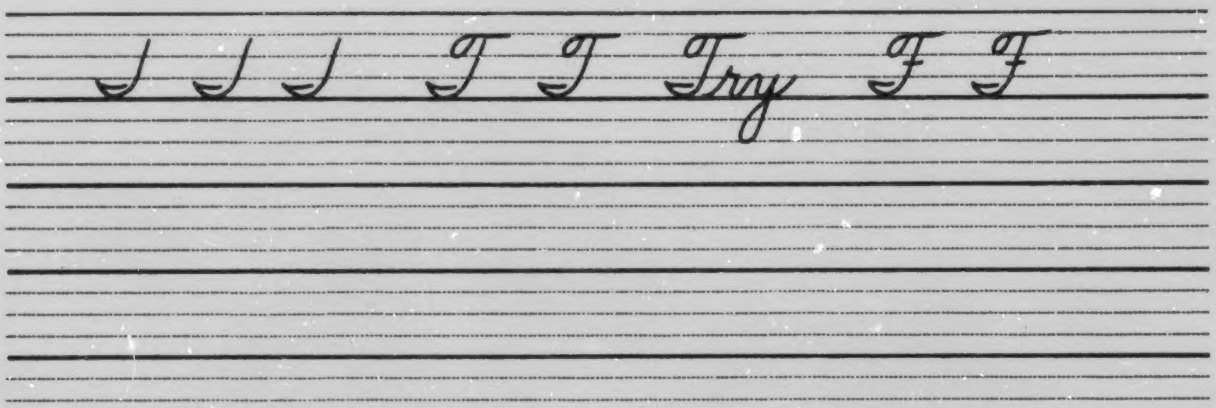
SCORE	ADJECTIVE or NOUN	VERB	NOUN
	legal	legalize	legalization
	real	realize	realization
	human		
			fertilization
		normalize	
	general		
			equalization
	harmony		

Total Team: ________ ________ Referees: ________ ________

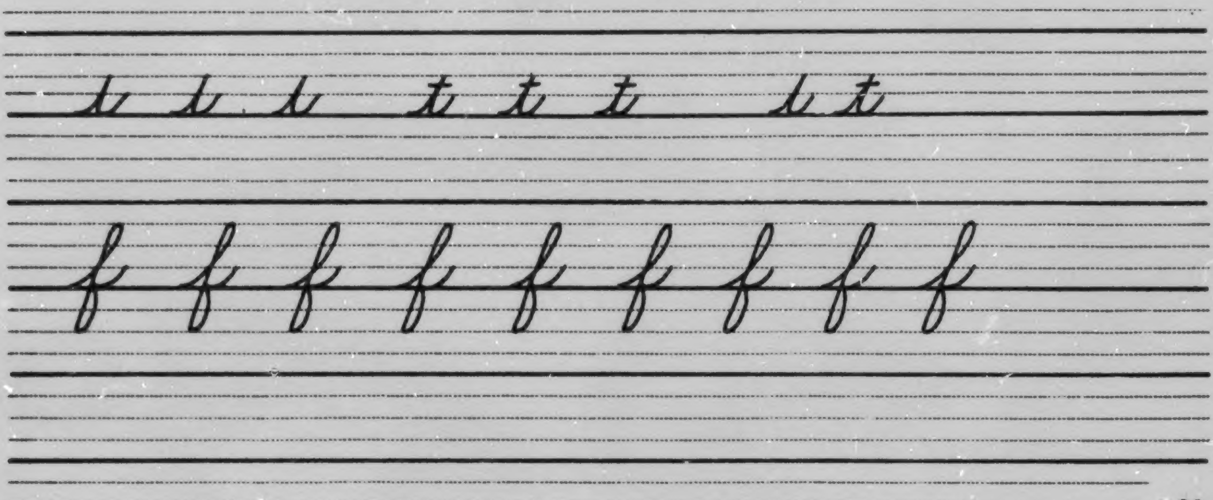
________ ________ ________ ________ ________

PROJECT TASK: *Perceive, describe, and make capital T and F and lower case t and f.*

For capital T and F begin a down slant stroke just below the third line above the base line. End with a pause at the tip of a boat stroke so the curve sits on the base line. Finish the boat stroke by adding it to the next letter. When the word is written, add the looped top. Cross the intersection on F. Trace or copy:



Lower case t is a two line upcurve with a retrace stroke and an intersection cross. Lower case f begins with a tail loop. It continues in a straight slanted line to two lines below the base line. Notice the tail loop here is to the right and goes back to intersect at the base line. Trace or copy:



Shy? Try!

Shyness is only normal. Do not show it. Dress in a special fashion for the time at the location with the group. At a party get into the action. Station yourself near a lonely guest. Introduce yourself to others. Share information about yourself.

SONIC PHONICS ORBIT 17 Galaxy 7

PROJECT TASK: *Identify the sound / sh / spelled sh, ti, and ci.*

Once Andrew Write invited all of the Androids to a Sonic Round-Up on the sound / sh /. He had astral pens to contain each pattern for spelling / sh /. Andrew appointed a Brandisher of the Brands. These are the brands he had. Pen up all of the words from this MISSION'S Payloads that Andrew and his Round-Up missed.

/ sh / = sh

fashion
shyness
share
freshman
sherbet
establishment
shameful

friendship
establish
diminish
astonish
abolish
abolished
fashionable

____

____

____

/ sh / = ci

____

/ sh / = ti

action
location
station
information

conversation
introspection
ambition
consolation

patience
initial
impartial
cooperation

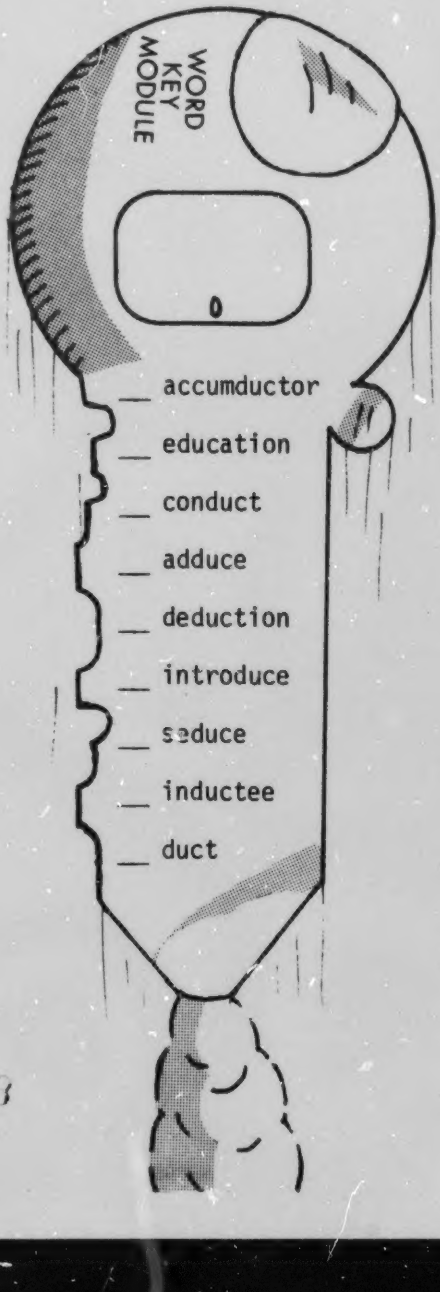
ambitious
patient
organization
____
____

PROJECT TASK: *Review suffixes for NOUNS meaning ACT OF...ING STATE OF BEING... Learn the root* **duc** *and prefix* **intro-** .

The crew at the docking platform of the Master Word Station must locate any part of its cargo at any time. For this purpose they use a computerized, remote-controlled conveyor called in MISSION WRITE an Accumductor (ad = to cum = together, duct = lead, or = that which or one who). For any word that has been programmed into the Cargo Bay of the Master Word Station the Accumductor can deliver a Word Key Module.

Below is a Word Key Module brought from the Cargo Bay. Can you attach the meanings to the correct notches of the key?

1. that which leads a group to us.
2. the act of being led out of no knowledge or skill
3. any tube or channel through which anything can be led
4. lead right to the main idea
5. lead into becoming acquainted
6. lead beneath the level of acceptable behavior
7. one who is led into something
8. the act of taking away
9. how we lead together our behaviors



__ accumductor

__ education

__ conduct

__ adduce

__ deduction

__ introduce

__ seduce

__ inductee

__ duct

PROJECT TASK: *Learn imperative sentences. Review the four basic patterns of simple sentences.*

The model composition sounds like a command or advice. An imperative sentence is addressed to the person with whom the communicator is speaking. For this reason the subject you is not stated except for emphasis. It can be you singular or you(all) plural.

Clean your room.	You clean your room!
Clean your rooms.	You clean your rooms!

In the following imperative sentences from your model supply the VERB. Use correct cursive handwriting for capital letters.

______(not)_____ it.

_________________ in a special fashion for the time at the location.

At a party ___________________ into the action.

___________________ yourself near a lonely guest.

___________________ yourself to others.

___________________ information about yourself.

___________________ others probably feel equally nervous.

___________________ a stranger and start a conversation.

___________________ your respects to the host or hostess.

An imperative sentence can end with a period or an exclamation mark. Find one sentence in the group for an exclamation mark. For the purpose of the whole composition this sentence would be more effective with an exclamation mark.

PROJECT TASK: *Know the NOUN (or PRONOUN) functions in sentences or clauses.*

POSTTEST

You have learned about ADJECTIVES, VERBS, and NOUNS (or PRONOUNS). Each does a special job in a sentence. Here are those jobs for NOUNS (or PRONOUNS), compound or plural:

subject
possessive
direct object
indirect object
object of a preposition
predicate NOUN (or PRONOUN)

In these sentences from the model write the job the underlined NOUN does: (You may abbreviate.)

1. Pollution is a social issue today. ____________________
2. Oceans and air are special issues. ____________________
3. Machines fashion Americans problems. ____________________
4. Emission controls are still not sure. ____________________
5. From early times American officials shouldered the responsibility for conservation. ____________________
6. National parks and forests were established. ____________________
7. Fish and game laws were passed. ____________________
8. Wise use of water, forests, soil, wildlife, grazing lands, minerals, and recreation sites became America's business. ____________________
9. Wise use of water, forests, soil, wildlife, grazing lands, minerals and recreation sites became America's business. ____________________
10. Wise use of water, forests, soil, wildlife, grazing lands, minerals, and recreation sites became America's business. ____________________

PROJECT TASK: *Perceive, describe, and make capital P and R and lower case p.*

Both capital P and capital R begin slightly under the third line with an upcurve. Pause at the third line and make a straight slanted stroke down to the base line. Retrace it into a right-hand curve at the third line. Bring the curve around to touch the retraced line at a point half-way between the first and second line. Stop for P. For R make a tiny right-hand loop, curve it to the base line, and connect to the word. Trace or copy:

P P Problems P P

R R Re Revised R

Lower case p begins with a one-line upcurve. Retrace to the base line and straight down to the second line below the base line. Make a left-hand loop intersecting at the base and retracing again the upcurve part way. Continue into an overcurve to the first line and around to the base to touch the retraced stroke. Retrace this curve into the next letter. Trace or copy:

p p put special p

Social Problems

Pollution is a social issue today. Oceans and air are special issues. Machines fashion Americans many problems. Emission controls are still not sure.

PROJECT TASK: *Identify the sound / sh / spelled* *s*, *x*, *ss*, *si* *(sion), and* *ch*.

The words in the model have additional ways the sound / sh / can be spelled. List the words in the model which are missing:

SONIC ROUNDUP

/ sh / = sh

____

shouldered

established

____

/ sh / = ti

____

conservation

____

recreation

population

/ sh / = ci

____

____

____

precious

beneficial

artificial

especially

sh / = si (sion)

____

controversial

/ sh / = ss

____

issues

pressure

/ sh / = ch

____

/ sh / = s

____

/ sh / = c

____

/ sh / = x

____

PROJECT TASK: *Show you know these 37 prefixes, roots, and suffixes.*

POSTTEST

Write the meaning for the prefixes, roots, and suffixes. Some may be used more than once:

from afar
state or condition of ___
write or record
one who
not
into, within
to make
out

send
to or toward
past tense
plural of nouns
with or together
say
ball

down
life
into
bear, yield
inclined to ___
in a ___ way
full of

carry
like, having ___
come
see
conquer
look
over, beyond

Prefix

super- ______

ad- ______
(ac, af, ag, al, ar, as, am, ap, at,)

cum- ______
(con, com, cor, col, co)

de- ______

ex- ______
(ef, e)

in- ______
(im, ir, or il)

in- ______

intro- ______
(intra)

______

sub- ______
(suc, sug, sur, suf, sup, sus-)

tele- ______

Root

mit ______
(mis, mitt, miss)

photo ______

port ______

spec ______
(spec, spy, spi, spac)

vinc ______
(vict)

vid ______
(vis)

ven ______
(vent)

dic ______
(dict)

fer ______

graph ______

bio ______

sphere ______

Suffix

-ly ______

-ed ______

-s
-es ______

er
-or
-ar ______

-ful ______

-ic ______

-ist ______

-ize ______
(-ise)

-ment ______

-ness ______

-tion ______

-ous ______

-ee ______

-ent ______
(-ant)

The number shows how many times the word appeared in American Heritage's Word Frequency Book (1971) for its sampling of over 5 million words in 17 content areas of grades three through nine.

acres 159
action 519
active 178
activities 263
activity 164
adapted 117
advantages 70
again 3892
air 3673
almost 2324
alphabet 206
also 4647
an 14696
animal 1122
backward 121
bears 195
beautiful 1048
because 4207
billion 147
bird 812
bought 598
brought 1357
breakfast 386
build 857
business 705
can 15247
can't 1279
care 886
caugnt 793
cause 502
certain 1198
chief 428
chiefly 113
choir 70
choice 207
choose 731
chorus 87
cities 1043
clothes 678
code 130
colorful 110
common 1174
Congress 370

cough 30
could 8585
course 1352
cover 604
danger 359
decade 46
defended 16
delight 116
dictionary 586
didn't 2016
different 3926
discover 364
display 76
divide 465
dizzy 11
echo 78
Egypt 164
Egyptians 89
elephant 194
emission 4
enemies 226
enough 2363
every 3398
faith 124
famous 717
fashion 118
favor 107
few 2685
figure 863
flag 248
fly 785
fond 82
foresight 13
friends 1061
from 22799
front 1438
furnace 93
future 354
gasoline 189
ghost 138
glass 913
goes 930
gone 1077

government 1095
grabbed 161
great 3855
guard 158
guess 637
guest 94
guests 162
guide 347
handle 301
heard 1988
helped 696
information 817
insect 202
inspect 12
introduction 97
inventions 151
issue 97
keep 2509
kept 1131
kind 2262
knew 2044
knock 85
knot 82
laugh 287
league 53
learned 1345
length 962
listen 1148
live 2431
location 175
lucky 166
machines 509
minute 663
month 403
more 9992
nation 510
nature 462
Nile 96
normal 179
ocean 843
oceans 265
o'clock 255
October 156

often 2611
once 2435
only 6583
orchestra 251
orphan 14
own 3006
park 281
perhaps 1235
phantom 5
physical 240
picture 2500
pieces 814
plain 338
please 501
pollution 25
post office 3
problems 917
public 447
puzzle 156
quartz 43
radio 587
respect 185
rigged 11
rites 10
rough 292
ruffle 17
said 15309
sand 672
says 1180
school 2599
second 2094
secrets 40
sense 556
several 1801
share 354
should 3470
show 2734
shy 92
shyness 5
sights 71
signal 274
silica 24
since 2041

110

social 272
some 11534
special 1192
spread 531
stairs 184
station 341
still 3421
straight 797
student 280
submit 14
substances 315

sure 1956
telecast 7
than 7982
their 13258
themselves 962
there 15194
they're 345
this 23301
thought 2835
thousands 727

through 5442
throughout 458
to 121347
too 5071
took 2490
tough 173
town 1219
Tuesday 73
turned 1785
two 10085
use 7009

village 744
what 17709
without 2392
why 4147
word 7532
worship 95
worth 327
would 11188
zip 15
zone 71

* *

THE FIRST 100 MOST USED WORDS

Here are the 100 words most frequently used in the American Heritage's Word Frequency Book (1971) in its sampling of over 5 million words for grades three through nine in all content areas. The number is how many times the word appeared. (The words are listed in this order by the rank given them in a mathematical computation of their frequency index. The index considers how often the word is used in all content areas of school subjects.) THE SECOND 100 ARE ON THE BACK OF MISSIONS 19 - 34, BASE PAYLOAD.

the 373123
of 146001
and 138899
a 124959
to 121347
in 99108
is 60852
you 50957
that 47433
it 47284
he 46249
for 39322
was 40934
on 36482
are 35454
as 32208
with 30455
his 29268
they 27620
at 23975
be 23746
this 23301
from 22799
I 25932
have 22337

or 21283
by 20189
one 19976
had 20511
not 18645
but 19196
what 17709
all 16997
were 17031
when 15886
we 16452
there 15194
can 15247
an 14696
your 15311
which 14016
their 13258
said 15301
if 12907
do 12695
will 12646
each 14290
about 12496
how 13303
up 12776

out 12252
then 12022
them 11997
she 13653
many 12158
some 11534
so 11543
these 11611
would 11188
other 10729
into 10620
has 10369
more 9992
her 11375
two 10085
like 9696
him 10703
see 8518
time 8441
could 8585
no 8483
make 8333
than 7982
first 7655
been 7645

its 7512
who 7576
now 7457
people 7989
my 7898
made 7073
over 6882
did 7169
down 7206
only 6583
way 6612
find 6816
use 7009
may 6635
water 7194
long 6220
little 6204
very 5997
after 5915
words 11215
called 5789
just 5858
where 5611
most 5785
know 5655

*The number shows how many times the word appeared in American Heritage's Word Frequency Book (1971) for its sampling of over 5 million words in 17 content areas of grades three through nine. An * means it is on the Power Payload and underlined on the Base Payload.*

abbreviations 71
abolished 14*
abroad 62
accident 176*
accomplish 37
active 178
activities 263
activity 164
adapted 117
adjective 337
admittedly 3
advanced 116*
advantage 116
adverb 167
Advent 11
advertise 21
advisable 12*
ambition 38*
although 937
always 2657
anchor 75
angle 462
announce 32
annual 85
appeared 347
applied 178
appointed 102
appreciated 20
approach 114
areas 689
arranged 240*
artificial 79
assignment 71
association 40
assured 59
astonish 5
astonished 49
athletes 42
attacked 104
attempted 67

authorized 14*
avoid 246
baggage 21
banquet 21
bargain 47
bathe 22
beneficial 7
billion 147
birth 147
biscuits 45
blossoms 76
bonds 50
border 155
boundary 79
brief 160
bronze 66
burst 194
calendar 66*
campaign 92
candidate 59
cathedral 39*
century 572
certificate 2
characteristic 147*
chemical 376
Chinese 343
chores 53
chorus 87
Christian 154
civilization 124
collection 191*
combine 200
committee 118*
community 368
competition 76
completely 337
conch 3
consent 40
conservation 53

constitution 70
convention 53
conversation 209
copper 326
council 101
courage 219
courtesy 33*
criticize 12*
crowded 223
curious 189
custom 97
cylinder 116
decided 777
decrease 29
defense 110*
delicate 114
delightful 36
deliveries 14
dense 86
depth 167*
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discovery 211*
discourage 17
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division 454
double 414
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editor 69
effect 399
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emission 4
emphasize 34
encourage 43
enemies 226*
energy 1190
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envy 24
equally 144
establish 87
established 267
exciting 357
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expensive 129
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faithfully 20
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fascinate 47
fascination 12
favorite 291
feat 19
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fertile 124
fiber 57
fitness 10
flying 508
fortunate 52
friendship 58
gather 208
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glossy 17
goal 128

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government 1095
grant 31
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Hanukkah 5
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immense 46
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influence 200
information 817
injury 51
instance 292
instruction 51*
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interesting 712
introduce 17
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invented 241
issue 97
Jewish 72
journalism 8
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judgment 55
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lantern 72
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literature 127
machine 861
magazine 118*
magic 279
maintain 96
majority 119
masterpieces 9
medal 28
menorah 2
minerals 341
modest 37
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physical 240
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pollution 25*
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possibility 53*
possibly 129*
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responsibility 110
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various 620
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The number shows how many times the word appeared in American Heritage's Word Frequency Book (1971) for its sampling of over 5 million words in 17 content areas of grades three through nine.

abolished 14
absolutely 70
accident 176
accompanied 76
accompany 90
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administration 57
admission 25
admitted 100
adolescent 5
advanced 116
advertised 20
advisable 12
affectionate 18
affirmative 2
afford 96
aggressive 18
ambition 38
ambitious 35
analysis 54
analyze 37
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anxiety 27
anxious 88
architect 31
argument 85
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assemble 38
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authorized 14
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Buddha 8
buffet 8
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cafeteria 28
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capacity 63
cathedral 39
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characteristic 147
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TEACHING TAKEOFFS

TRACKING The strokes in capitals K and H involve not only the cane-stroke beginning but also a change of direction in the final stroke. Features of 12 basic strokes are in Posttest for Orbit 21: Among those specifically taught since Orbit 11 are 1:H,K,Z,U,V;2:V,U,Z;3:v,z;4:v,r;5:A,O,C,g;6:O,H,S,G;7:u,s,r,p;8:I,S,G,T,F;9:H,T,F;10:s,a,h,u,i,P,R,k;11:f,h,k;12:g,z,Z,H,F,t.

PHONICS Orbit 19:z,s,ge,si. Orbit 20:such,which,sandwich;ch:crunchiest,lunch,march,enchanting;tch:matchless,watch,fetch,kitchen,pitcher;reach;century. Orbit 21:/shun/emission,pollution;/zhun/decision,confusion;/chun/digestion,mention. ch:each,changes;tch:watched;ci:ancient;si:mansion;ti:digestion;tu:mixture,culture,nature,furniture,signature,fortunately,factual.

MORPHOLOGY Orbit 19:centipede,centimeter;century,bicentennial;thermometer;centigrade;speedometer,diameter;cents,perimeter. Orbit 20:weightless,friendless,trackless,effortless;manipulated,maneuvered(or the reverse),manager,manikin,manufactured,manner,monopoly,monosyllables,monarch,monoplane,monotone,monogrammed. Orbit 21:1.September,2.ex,3.quarter,4.continue,5.quarterhorse,6.sextant,7.November,8.October,9.triangle,10.tenure,11.unit,12.bicycle,13.contents,14.decimal

SNYTAX Orbit 19:Marci's party invitations said to be at 23 Azure Avenue, Austin, Texas 78722, at two o'clock Friday, February 24, 1979, for a Treasure Hunt. We're excited about it. She'll have, as usual, clever plans, a pleasurable surprise, and great refreshments, too. I'm going. Aren't you, Greg? Orbit 20:Review or Posttest VERBS. IA,TA,IA,TA,TA,FOB,TA,FOB,TA,FOB,TA,FOB,FOB,TA. Orbit 21:lunar to month,Babylonian to year,Extra to months,ancient to culture,Jewish to week,curious to Man,accurate to calendar,shorter to year,More frequent to additions,greatest to scheme,modern to man.

MISSION GO Orbit 19:Ferretti,Fred. Games(Sidewalk,Stoop,Dirt,Curb, and Alley). New York:Workman Publishing Co., 1975; Meyer, The Big Book of Family Games;Hindman, Complete Book of Games and Stunts;MacFarlan, New Games for Teenagers; Orbit 20:Weiner, M., Bugs in the Peanut Butter,1976; Hyde,M.,What Have You Been Eating? Do You Really Know? 1975; Rockwell,How to Eat Fried Worms; Cote, People, Food and Science; Boas,Big Mac. Orbit 21:LIFE Science Library. Time. New York:Time,Inc., 1966. (Full of pictures. History of time's measurement.) Galt,Seven Days from Sunday; Neal, The Mystery of Time.

PROJECT TASK: *Learn four uses for commas (,). Learn to use the apostrophe in contractions with VERBS.*

Addresses — Place a comma between the city and the state. There is no comma before the Zip Code. Within a sentence each part of an address is followed by a comma.

In MISSION 4 Jack received a letter from 1120 Town Street, City, California 94022, about his exhibit.

Dates — When a date is used in a sentence,a comma follows every item, too.

On Friday, October 7, 1979, Don wrote to Jack about his exhibit of Tuesday at the annual October fair.

Series — You have learned that a comma separates the items in a list in a sentence. Those items can be phrases or clauses, too.

No squad causes confusion, sabotages another squad, begins any barrage, or starts any subterfuge.

Set Aside — Any word, name, or group of words that is set aside from the complete subject and complete predicate is set off by a comma at the beginning or end of a sentence or by two commas in the middle of the sentence.

In this game, though, tasks are in metric measure. Those items can be phrases or clauses, too. Students, do you remember uses for commas?

An apostrophe (') is used in POSSESSIVE NOUNS and to show the plural of numbers, symbols, letters: Jack's report card had two A's.

An apostrophe (') is also used in contractions. Contractions, we learned in MISSION 1, are not compound words. Many contractions are with VERBS. An apostrophe takes the place of the letter or letters that are left out.

did not = didn't
it is = it's
should have = should've

Write this paragraph with commas and apostrophes:

Marcies party invitations said to be at 23 Azure Avenue Austin Texas 78722 at two oclock Friday February 24 1979 for a Treasure Hunt. Were excited about it. Shell have as usual clever plans a pleasurable surprise and immeasurable refreshments too. Im going. Arent you Greg?

PROJECT TASK: *Perceive, describe, and make capital H and lower case h.*

Begin capital H with a three-line loop and cane stroke to the base line. A second stroke begins at the third line and slants straight to the base line where it loops left, touches the cane stroke, and intersects with the second stroke just below the first line. It connects with the word. Trace cr copy:

H H Hunt H H Here's

Lower case h begins with a tall loop. A short retrace stroke from the base line continues into an overcurve stroke. Trace or copy:

h h hunt this though

Treasure Hunt

Here's one party game. It is sure to give pleasure. It's a treasure hunt. Usually the team returning first wins. It must finish a set of tasks. In this game, though, tasks are in metric measure.

PROJECT TASK: *Learn that the voiced sound / zh / can be spelled z, s, si, and ge.*

TREASURE HUNT

In the following story each paragraph contains words with the sound / zh /. For every place it occurs in a single paragraph it is spelled the same way in that paragraph. To finish the treasure hunt you must write how / zh / is spelled in each paragraph. Write the letter(s) at the right.

An azure aura followed Andrew. It worried him little. He had been scuttling around outer space for centuries. He wasn't going to give it one cubic centimeter of thought. ____

Besides, his visual scanner had picked up a little treasure at the Space Shuttle! On double exposure it looked like she was in charge of some kind of measurements. Usually he could figure out their missions. Right now all he could visualize was the pleasure of meeting her at her leisure. ____

Maybe it was only a mirage from that craft's docking garage. A barrage of wild images bombarded his brain. Why in space was she wearing a corsage of asteroid asters? ____

In the middle of all this confusion Andrew made a decision. One day he would assemble his provisions and launch a One-Android invasion of the Space Shuttle! ____

PROJECT TASK: *Learn the roots* **cent** *and* **meter** *and the suffix* **-ure**

Planet Root has a fascinating sea where it collects its roots for measurement. The Shuttle Arm was successful in landing two of them for this MISSION.

The root **cent** means ONE HUNDRED or 100. Identify how it carries that meaning into these words:

centimeter
century

bicentennial
cent

centigrade
centipede

The root **meter** means MEASURE. How does it carry that meaning into these words?

speedometer
perimeter

diameter
thermometer

seismometer
barometer

Fill words with these two roots into the sentences for their meanings:

1. The ______________ could only see one ______________ ahead.
2. In the twentieth ______________ the United States celebrated its ______________.
3. The ______________ was marked in degrees of ______________.
4. The indicator on the ______________ was one-half the ____________ of the circle holding the measuring instrument.
5. The manager paid me fifty ______________ for every meter of the ______________ of the field I mowed for him.

Andrew Android Write was in such a daze he didn't see the Shuttle Arm bring **-ure** from Planet Suffix. It is used in several words from the Sonic Phonics Orbit this MISSION. **-ure** makes NOUNS meaning THE ACT OF.. THE STATE OF...THE PROCESS OF... In addition to the words in your Payloads, circle it in these:

picture
signature
pressure

posture
future
pasture

mature
literature
temperature

PROJECT TASK: *Perceive, describe, and make capital* *K* *and lower case* *k.*

Capital K begins also with a three-line cane stroke stopping on the base line. A second stroke begins at the third line and curves down to the cane stroke with a small right-hand loop between the first and second lines. Another curve after the loop ends at the base line. Trace or copy:

K King Kansas Kentucky

Lower case k begins with a three-line loop stroke at the base line. It retraces the end of the loop stroke to begin an overcurve to the first line. The overcurve loops right to meet the retraced stroke where it makes an angle to curve back to the base line. Trace or copy:

k k kitchen k k keep k k

Fad Food Fetchers

Television watchers often march to the kitchen to fetch potato chips. Other snackers keep a batch of rich chocolate candy handy. Some do watch for foods with much for the body. A sandwich and a pitcher of lemonade beats just any lunch in reach.

Too many pitch fad foods into their stomachs.

PROJECT TASK: *Learn the unvoiced sound / ch /. Compare it to / sh /. Learn that it can be spelled ch, tch, and tu.*

In one-syllable words the sound / ch / at the ends of words is often spelled ch or tch.

You can see from this list that ch follows a consonant sound and tch follows one vowel usually. Add words from the Payloads on the lines.

Exceptions	ch	tch
rich	clinched	wretched
	mischief	stretch
much	French	sketch
	luncheon	scratch
		hatchet
______________	______________	crutches
______________	______________	______________
______________	______________	______________
bachelor	______________	______________
		______________
		______________

In English a word never begins with tch. In Russian it is found in the great composer's name Tchaikovsky.

When the sound follows two vowels, usually they have a long vowel sound or a sound like / ou / called a dipthong. / ch / is ch.

each

couch

beach

____

touch

teach

What word in the list has / ch / spelled tu? ____________________________

PROJECT TASK: *Learn the suffix* ***-less*** *meaning WITHOUT. Learn the root* ***man*** *or* ***manu*** *meaning HAND. Learn the prefix* ***mono-*** *meaning ONE.*

In the story below you can finish the first paragraph with words from these:

wreckless
trackless
worthless
weightless
friendless
matchless
effortless
helpless

The second paragraph you can finish with some of these:

manikin
manufactured
manager
manner
manipulated
manifest
maneuvered
manual

The third paragraph can be completed from these:

monocle
monarch
monogrammed
monogamy
monotone
monastery
monotony
monopoly
monologue
monoplane
monosyllables
monocycle

Andrew enjoyed his tasks in outer space. Feeling ______________ (without weight) wasn't as bad as feeling ______________(without friends). This ______________(without making tracks) space craft moved in an apparent ______________(without effort) manner.

Sometimes, though, he ______________(operated by hand) the craft at his own will. At those times he ______________(brought about by special handwork) for a better view of the Space Shuttle's Cargo Bay. Was its ______________(one who guides) a maiden or a ______________(a handmade model of the body)? She ______________(act of making by hand or machine) communication components in a magical ______________(way of handling oneself).

Did she have a ______________(one person controls the sale) on ______________(words of one syllable)? Andrew wondered. Was she a mysterious ______________(one who rules) of an outer space ______________ (vehicle with one surface)? His curiosity drifted into a ______________ (one sound). He shifted his craft into Skywriting controls and ______________(recorded one letter for each name) into the starry expanse

A.A.W.

PROJECT TASK: *Identify ACTIVE VERBS, FORMS OF BE. Find Infinitives and know that they are not VERBS of sentences.*

A TRANSITIVE ACTIVE VERB has a direct object receive the action.

A TRANSITIVE PASSIVE VERB has the subject receive its action.

An INTRANSITIVE ACTIVE VERB does not have a receiver of any action. The action stops with where, or when, or how.

A FORM OF BE VERB needs a word like a predicate NOUN, a predicate PRONOUN, or a predicate ADJECTIVE to complete its meaning.

An Infinitive is to + VERB. It is never the VERB of the sentence.

Here are the VERBS in the sentences in the model. Use these labels and identify them:

T A = TRANSITIVE ACTIVE

F O B = FORM OF BE

T P = TRANSITIVE PASSIVE

I A = INTRANSITIVE ACTIVE

_______________ march

_______________ keep

_______________ do watch

_______________ beats

_______________ pitch

_______________ has been

_______________ devised

_______________ was

_______________ sent

_______________ were

_______________ shaved, deep-fried and sent (compound)

_______________ became

_______________ are

_______________ challenge

What are the two Infinitives in the model:

_______________ _______________

SATELLITE SENTENCE SYSTEMS 21 Galaxy 7

PROJECT TASK: *Learn the comparative and superlative forms for ADJECTIVES.*

ADJECTIVES do the job of describing a NOUN in a sentence. The arrow shows an ADJECTIVE describing one NOUN. It is in the positive form. The same positive form can be a predicate ADJECTIVE. Draw the arrows for the remaining sentences from the ADJECTIVE to the NOUN it describes.

The short month was 29 days.

The 29-day month was short.

A lunar month stretches one-half day beyond 29 days.

A year of 12 months was Babylonian.

Extra months were added every 19 years.

Each ancient culture watched nature.

A week of seven days was Jewish.

Man was curious about time.

This arrow shows an ADJECTIVE in comparative form. It compares two NOUNS. The comparative form uses the suffix -er or the word more, except in a few words. The comparative form can be a predicate ADJECTIVE, too. Draw arrows again.

The shorter year did not match the solar year.

The positive form ADJECTIVES are shown.

The Jewish calendar was more accurate.

The lunar year was shorter than the solar year.

More frequent additions than every 19 years were devised.

This arrow shows an ADJECTIVE in superlative form. It compares three or more NOUNS. The superlative form uses -est or the word most. Some ADJECTIVES have different words for the comparative and superlative:

good, better, best; bad, worse, worst; much, more, most.

The superlative form can be a predicate ADJECTIVE, also. Draw arrows again to show the superlative ADJECTIVE and the NOUN it describes:

The longest month was 31 days.

The greatest scheme matched the lunar and solar years.

The adaptation of Leap Year is the most modern plan.

PROJECT TASK: *Identify and make 12 basic strokes in cursive handwriting.*

POSTTEST

Write a letter which illustrates each of these strokes:

1. small loop and cane
2. three-line upcurve
3. overcurve
4. bridge
5. rounded back downcurve
6. loop to the left
7. one-line upcurve
8. boat stroke
9. three-line downcurve
10. retrace
11. tail loop
12. intersection

Calendar

At one time March was the first month of the year. Each ancient culture watched nature. They measured years by the sun. Changes in the moon became months. The contents of our calendar became a mixture of the two.

PROJECT TASK: *Identify the suffixes* ***-tion*** *,* ***-sion*** *as sounding / shun /, / chun /, or / zhun /. Learn that / ch / can be spelled not only ch, tch, and tu, but also ci, ti, and si.*

The following lists show that the suffixes meaning THE ACT OF...ING or THE STATE OF BEING...can sound three different ways. Add these words: mention, emission, decision, confusion, pollution, digestion.

/ zhun /	/ shun /	/ chun /
invasion	conservation	expansion
provisions	recreation	intentions
______	congratulations	mansion
______	______	prevention
	______	extension
		______
		______

S O N I C   R O U N D U P

From the Payloads add to the lists any other words with / ch /:

/ ch / = ch

March

______

______

/ ch / = ci

______

/ ch / = ti

prevention
intention
mention

______

/ ch / = tch

______

/ ch / = si

expansion
extension

______

/ ch / = tu

unfortunately
natural
agriculture
agricultural
congratulations
congratulate
legislature
situation
signature
stature
structure

______

______

______

______

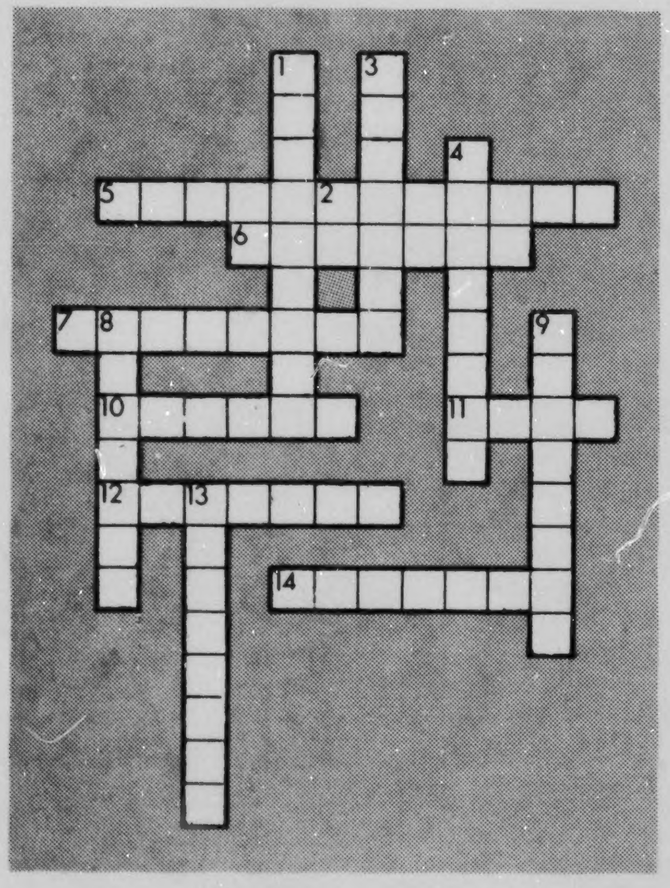
______

______

______

PROJECT TASK: *Learn the root* **ten** *and its variations meaning HOLD. Learn the prefixes for the numbers 1 - 10.*

The clues to the puzzle are on the right. You will need to use your knowledge of prefixes, roots, and suffixes that are already docked in the Cargo Bay of the Space Shuttle. Some of them are presented in MISSION 21.



Across

5. horse one-fourth thoroughbred
6. one sixth of a circle for navigation
7. formerly the ninth month
10. act of holding a position
11. one thing
12. two-wheeled vehicle
14. symbol to show tenths

Down

1. formerly the seventh month of the year
2. prefix meaning OUT
3. one-fourth of a dollar
4. holding with a task
8. formerly the eighth month of the year
9. a three-angled figure
13. that which is together

The Space Shuttle docked the root **ten** **tent** **tain** **tinu** meaning HOLD. You can find it in many common words.

A tenant is one who holds a site by renting it.
Tenacity is the quality of holding on to a purpose.
The contents tells what is held together.
To be intent is holding the mind into the matter at hand.
To retain some of your allowance is to hold it back.

TEACHING TAKEOFFS

TRACKING	Capital and lower case I and J are Orbits 22 and 23. The capitals have difficult beginning strokes for students with problems in motor-memory. Help them verbalize and visualize.
PHONICS	Orbit 22:just,injury;ge:change,danger;dge:bridge,edge;d: soldiers. In one-syllable words dge represents /j/ after a short vowel. bridging;breathing,knowledgeable,bandaging, surely. Orbit 23:Strange pigeons generally discharged average messages under disadvantageous schedules. Just in the regions of soldiers an owner encourages racing. He registers each winner as it emerges.
MORPHOLOGY	Orbit 22:surely;stoppage,bandage,storage;subject,object, adjective,project,rejected,inject,conjecture,interjection, ejected,dejected. Orbit 23:popularity,ability,seventy, authority,captivity,complexity,activity,speciality;kilometers, visage(or countenance),courageous,disadvantageous,transfer.
SYNTAX	Orbit 22:thankfully to bridges, quickly to is taken, specifically to dangerous, instantly to serious, rather to frequently, also to quickly, comparative,superlative. Orbit 23:adverb,are;adjective,races;adverb,ranges;adverb,returned; adverb,returned;adjective,regions;adverb,return;adverb, developed;adjective,dove;adverb,less;adjective,that;adverb, used;adjective,owners.
MISSION GO	Orbit 22:Gore, E.,What To Do When There's Nobody But You,1974; Vandenburg, M.,Help,1975; Red Cross First Aid Manual; Kay, The Emergency Room; Check your school library for film loops on external cardiac massage and mouth-to-mouth resuscitation. Orbit 23:Whitehouse, A.,Heroic Pigeons,1965; Ames,The Bird You Care For.

PROJECT TASK: *Learn the work an ADVERB does in a sentence. Learn positive, comparative and superlative forms of ADVERBS.*

ADVERBS show how much, to what degree, or in what manner a VERB, an ADJECTIVE, or another ADVERB is true. They can tell how, when, or where the VERB takes place. Like ADJECTIVES they have three forms (sometimes called degrees).

The arrow below shows an ADVERB in the positive degree describing the VERB. Show also with an arrow the ADVERBS in the other sentences.

First-aid can surely change a person's life.

1. Thankfully it bridges from the edge of death.

2. Action is taken quickly.

The arrow shows an ADVERB in the positive form describing an ADJECTIVE. Show with an arrow the ADVERBS with this kind of a job in the other sentences.

Heavy bleeding demands very quick action.

3. He recognized the injection of specifically dangerous chemicals.

4. Instantly serious accidents do happen.

The arrow shows an ADVERB in the positive form describing another ADVERB. With an arrow show the ADVERBS working like this in the other sentences.

Help is a quite widely read book on first-aid.

5. First-aid rather frequently saves lives.

6. A tourniquet was also quickly applied.

ADVERBS, just like ADJECTIVES, can have a comparative and superlative form. The **-er** suffix or the word more is used in comparative ADVERBS. The **-est** suffix or the word most is used for the superlative form. Write comparative or superlative for the underlined ADVERB.

7. A doctor is more surely more skillful than a first-aid student._________

8. These emergencies most genuinely require first-aid knowledge. _________

PROJECT TASK: *Perceive, describe, and make capital I and lower case i.*

Capital I begins at the base line. The stroke curves up to the left and rounds at the third line. It curves down right to intersect the upcurve and touch the base line. It stops at the point of the boat stroke before it sweeps back to the intersection to join the word. Trace or copy:

I I I It Is Injury

Lower case i begins with a one-line upcurve. It retraces to the base line. No loop is made. The dot is just above it. Trace or copy:

i i injury illness

First Aid

First aid can surely change a person's life in danger from injury. With it soldiers bridge from the edge of death. Just as soon as possible a doctor must examine the person. Heavy bleeding, stoppage of breathing, and poisoning demand courage and very quick action.

PROJECT TASK: *Learn the sound / j / is the voiced companion of / ch /. Learn that it can be spelled j, ge, dge, g, and d. Review the soft sound of g. Review dropping e after c or g.*

The sound / j / can be spelled in five different ways. The words below show some examples. Find the rest of the examples in the first paragraph of the model.

j	ge	dge	g	d
__________	stoppage courage	__________	region logical	__________
__________	__________	__________		
projects injection	__________			

No word in English ends in the letter j. Words ending in / j / are either ge or dge. Look at the following two groups. Make a statement about words ending in dge. cage, huge, urge, strange; bridge, edge, fudge, dodge:

____

The letter g and the letter c are said to be soft when the g sounds / j / and the c sounds / s /. For them to be soft they must be followed by e, i, or y.

In MISSION 10 you learned the Androidic Asteriod Antic for dropping silent e. When a word ends in silent e and the suffix begins with a vowel, you drop the e unless it is needed to keep c or g soft (or to keep from mixing up two words like dying and dyeing). Fill in the following:

Do you sometimes feel edgy? (The y keeps g soft. The e is dropped.)

Are you changing your schedule? (The i keeps g soft. The e is dropped.)

He was courageous. (The o will not keep g soft. The e is kept to do the job.)

The track was (bridge + ing)______________a long span.

Stoppage of (breathe + ing)______________requires first-aid.

The patrol leader was (knowledge + able)______________about first-aid.

The doctor was (bandage + ing)______________the cut.

First-aid (sure + ly)______________saved his life.

PROJECT TASK: *Review the suffix ly as an ADVERB clue.*
Learn the suffix ***-age*** *and the root ject*

One suffix already in the Cargo Bay is **-ly** meaning IN A ... WAY. It is a common ADVERB ending because it helps the word tell IN WHAT MANNER an action takes place or HOW MUCH it is true.

Here are ADVERBS with **-ly** from the model. Add the one from the first paragraph.

generally
____
skillfully
carefully
urgently
promptly
specifically
genuinely

The Shuttle Arm found **-age** at Planet Suffix. It ends in the sound / j /. It makes NOUNS meaning THE ACT OF ... or THE RESULT OF ... Complete the sentences:

Giving first-aid often demands (act of being strong-hearted) courage.
The injured man had a shocked (result of how he looked) visage.

The (result of stopping) ___________ of breathing is serious.

A tourniquet is a kind of (result of putting on a band) _____________.

The doctor quickly went to the (act of storing) _______________ room.

At Planet Root the Shuttle Arm also picked up a useful root. **ject** or sometimes **jac** means THROW. Put it with prefixes and suffixes you already know in the Cargo Bay to program the Accumductor for this Word Key Module.

1. _________________ (Ideas in a sentence are THROWN under the ...)
2. ob_______________ (The action of the verb is THROWN against the ...)
3. _________________ (It THROWS a certain meaning to or toward a noun.)
4. pro______________ (A plan is THROWN forward.)
5. _________________ (The project was THROWN back to be done again.)
6. _________________ (Only doctors know what chemicals are safe to THROW into the body.)
7. _________________ (He made an act of THROWING together ideas about the accident.)
8. inter____________ (A word THROWN between sentences to show strong feeling. (Wow! He started breathing!)
9. _________________ (The satellite was THROWN out from its launch pad.)
10. _________________ (Andrew WRITE never feels THROWN down in spirits.)

PROJECT TASK: *Perceive, describe, and make capital J and lower case j.*

Capital J also begins at the base line. The stroke curves up to the left and rounds at the third line. It goes in a straight slant intersecting at the base line with the first stroke. It continues straight to a curve at the second line below the base line. It makes another curve up to the left to intersect at the base line again and join the word. Trace or copy:

J J Just Jaws

Lower case j begins like i but continues into a tail loop. The loop intersects at the base line. Trace or copy:

j j j j j j j j j

Racing Pigeons

Racing Pigeons have strange habits from just training. They are in races from 100 to 1000 miles. Their average speed ranges from forty to seventy miles an hour. Some have returned to their homes over geographic regions at 3000 kilometers away. They will return to their home base.

PROJECT TASK: *Identify ways / j / can be spelled. Recognize that e, i, and y keep g soft by unscrambling nonsense words.*

SONIC STATIC

You have learned that / j / has several ways of being spelled. Find the words in the model composition with / j /. List them here. Substitute the word for its scrambled form in the paragraph below.

___for / j /

____________ ____________

____________ ____________

____________ ____________

____________ ____________

____________ ____________

___for / j /

____

____

___for / j /

____

___for / j /

____

____

Granest geopins rallynege chrisgaded gavaere sagemess under goadsudvainetas shuldeces. Tujs in the groines of loidress an owner scounagere racing. He strigrees each winner as it reemegs.

____

____

____

____

PROJECT TASK: *Learn the root* geo *meaning EARTH and the suffix* -ty *or* -ity *meaning STATE OF BEING... OR QUALITY OF...*

From the Planet Root the Shuttle Arm picked up a root that seems like a prefix. It is usually at the beginning of a word. The root geo means EARTH.

A record of the earth is geography.
Geology is the study of the earth.
Any geocentric measurement begins at the center of the earth.

The suffixes picked up by the Space Shuttle this MISSION are -ty or -ity . They make NOUNS meaning STATE OF BEING... or QUALITY OF.... Program the Word Key Module from the meanings given. Try words in the model.

1. quality of being popular 1. ______________
2. quality of being able 2. ______________
3. quantity of ten sevens 3. ______________
4. state of being the author of certain power 4. ______________
5. state of being a captive 5. ______________
6. state of being complicated or complex 6. ______________
7. quality of being active 7. ______________
8. quality of being special 8. ______________

In the following paragraph insert a word using your knowledge of the prefixes, roots, and suffixes now in the Cargo Bay.

Andrew guessed that humanoids would race anything. He saw the pigeons winging out over the Atlantic ______________(a thousand meters) from land. With a heroic ______________(act of seeing his face) he offered the ______________(full of courage) birds a ride. Soon he realized his ______________(full of not having any advantage) position. They would not ______________(yield across) to his craft's platform. It was not their home loft.

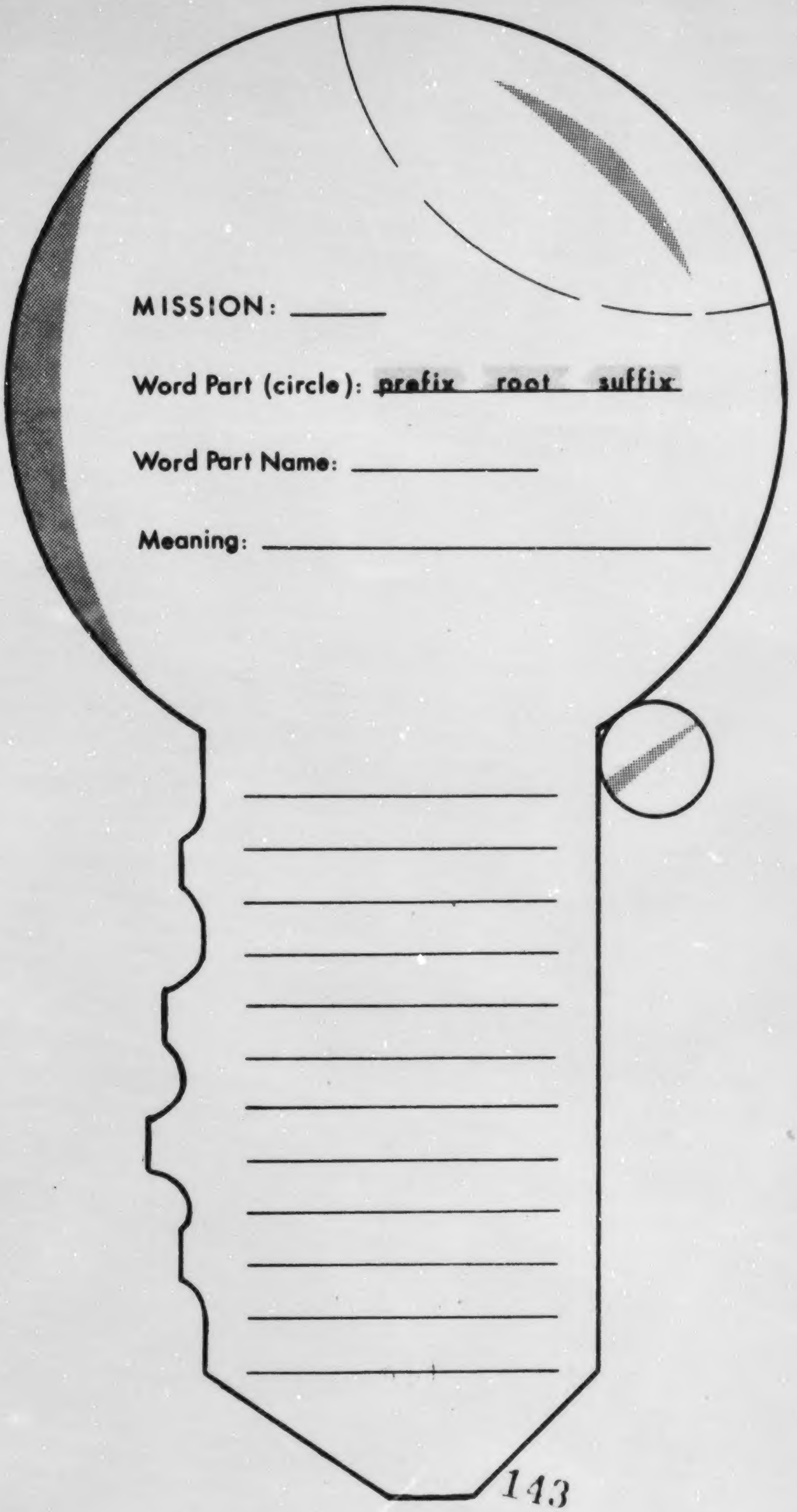
PROJECT TASK: *Identify prepositional phrases as doing the work of an ADJECTIVE or an ADVERB in a sentence.*

A single word or a group of words like a prepositional phrase can be an ADJECTIVE or an ADVERB. When the phrase does the work of an ADJECTIVE it describes a NOUN or PRONOUN. When the phrase does the work of an ADVERB it will tell how, where, when, in what manner about a VERB, an ADJECTIVE, or another ADVERB.

Here are prepositional phrases from the model composition. Write if they do the work of an ADJECTIVE or the work of an ADVERB. Write also the word they describe.

1. from just training (Either is acceptable.) ____adverb____ ____have____
   ____adjective____ ____habits____
2. in races ____________ ____________
3. from 100 to 1000 miles ____________ ____________
4. from forty to seventy miles an hour ____________ ____________
5. to their homes ____________ ____________
6. over geographic regions ____________ ____________
7. at 3000 kilometers away ____________ ____________
8. to their home loft ____________ ____________
9. from the rock dove ____________ ____________
10. of southern Eurasia and northern Africa ____________ ____________
11. Without special training ____________ ____________
12. of many wild birds ____________ ____________
13. for carrying messages ____________ ____________
14. of racing pigeons ____________ ____________

WORD KEY MODULE MODEL



MISSION: ______

Word Part (circle): prefix root suffix

Word Part Name: ______________

Meaning: ______________________________

TEACHING TAKEOFFS

TRACKING	The series covers capital and lower case M, N, and B. The opportunity for the student to verbalize what he perceives and what he is to do gives reinforcement, too.
PHONICS	These three lessons cover the nasal consonants. Double letters with these often sound single. Orbit 24:ammunition, commitment,commission,communicate,emission,immaterial, immature,immobile,immigrate,impartial,summons,submit,submerge, immunize. Orbit 25:(voiced first) /b/grab,/p/help;/d/word. /t/kicked;/g/league,/k/knock;/v/eve,/f/enough;/th/breathe, /th/faith;/z/goes,/s/business;/zh/garage,/sh/fresh;/j/bandage, /ch/watch. Orbit 26:gn,foreign,design;kn,knight;mn,autumn; mb,thumb,crumb;n,instinct,distinct.
MORPHOLOGY	Orbit 24:provide,improvise,project,program,production, progress,profession,prospects,compromise,protest,promise; commencement,composition,marvelous,musician,stormiest, mysterious,imitation,programmed. Orbit 25:currency,militancy; substitute,insisting,circumstances,consist,stand,distant, desist,resist,standard,stage,constant,superstition. Orbit 26: even # except 1,3, on pre=prefix,precaution,prescription, predict,prevention,preference,preview,preposition,pretender, prejudice; odd # except 2,4 on scrib=scribble,prescription, semiscript,Scripture,subscription,inscribe,conscript, description,superscription.
SYNTAX	Orbit 24:TRANSITIVE ACTIVE VERB,Present Tense;TRANSITIVE ACTIVE,Present Progressive;FORM OF BE,Present Progressive. Orbit 25:were trading, Past Progressive;is coining and is determining,Present Progressive;is controlling,Present Progressive. Orbit 26:rings, INTRANSITIVE, will be ringing; vie,INTRANSITIVE, will be vying;tongue,TRANSITIVE ACTIVE, will be tonguing;pierce,TRANSITIVE ACTIVE,piercing;string, INTRANSITIVE,will be stringing;angers,TRANSITIVE ACTIVE, will be angering;inscribe,TRANSITIVE ACTIVE,will be inscribing.
MISSION GO	Orbit 24:Rock and Pop Stars Series(Creative Educational Society. Mankato,Minnesota) Morse, Charles and Ann, John Denver. Hasegawa,Sam, Stevie Wonder. Van der Horst,Rock Music; Permantgen,The Beatles;Feather,Encyclopedia of Jazz;Walker, Favorite Pop/Rock Lyrics. Orbit 25:Browin,Coins Have Tales to Tell. Credit cards open up discussion and writing. Orbit 26: McCord,David,Take Sky,1962.(describes forms of poetry.)

PROJECT TASK: *Learn the Present and Present Progressive Tense forms for FORM OF BE VERBS, TRANSITIVE ACTIVE VERBS, INTRANSITIVE VERBS, and TRANSITIVE PASSIVE VERBS. Learn A FORM OF BE can also be a helper or auxillary VERB.*

Present Tense

FORM OF BE		TRANSITIVE ACTIVE VERB	
singular	plural	singular	plural
I am	we are	I see	we see
you are	you are	you see	you see
he* is	they are	he* sees	they see

(* he stands for any person (she) or thing (it)

INTRANSITIVE VERB		TRANSITIVE PASSIVE VERB	
singular	plural	singular	plural
I lie	we lie	I am seen	we are seen
you lie	you lie	you are seen	you are seen
he* lies	they lie	he* is seen	they are seen
(Subject completes the action. There is no receiver of action.)		(The subject receives the action.)	

Present Progressive Tense

FORM OF BE		TRANSITIVE ACTIVE VERB	
singular	plural	singular	plural
I am being	we are being	I am seeing	we are seeing
you are being	you are being	you are seeing	you are seeing
he* is being	they are being	he* is seeing	they are seeing

INTRANSITIVE VERB		TRANSITIVE PASSIVE VERB	
singular	plural	singular	plural
I am lying	we are lying	I am being seen	we are being seen
you are lying	you are lying	you are being seen	you are being seen
he* is lying	they are lying	he* is being seen	they are being seen

Write the tense and the kind of VERB underlined after each sentence.

1. They number Mr. Miracle among the music makers.

_______________VERB _______________Tense

2. He is helping them progress on an instrument.

_______________VERB _______________Tense

3. Some musicians are being silly during practice sessions.

_______________VERB _______________Tense

PROJECT TASK: *Perceive, describe, and make capital M and lower case m.*

Capital M begins with a small loop and cane stroke. It is retraced with an overcurve stroke just beyond the second line. That stroke is retraced with another overcurve stroke to the second line and back to the base line to join the word. Trace or copy:

M M Miracle Man

Lower case m begins with an overcurve stroke with two more retracing the one just made. Trace or copy:

m m musical summer

m m m marvelous

Mr. Miracle

This school's young musicians number Mr. Miracle among the music makers. From summer lessons to autumn groups he has helped them. Each has progressed on a musical instrument. Together they have come through stormy practices to marvelous programs.

PROJECT TASK: *Learn the nasal consonant sound / m /. It is usually spelled m in separate syllables. Prefixes added to roots beginning with / m / often result in the spelling mm. In a few words b and n are silent letters following m.*

Words or roots beginning with / m / often cause a prefix to change its spelling. Remember the prefixes **ad-** **cum-** or **com-** **in-** **ex-** **sub-** have several forms. When they are added to a root beginning / m / they can cause the single sound to be written m m. Write the words below.

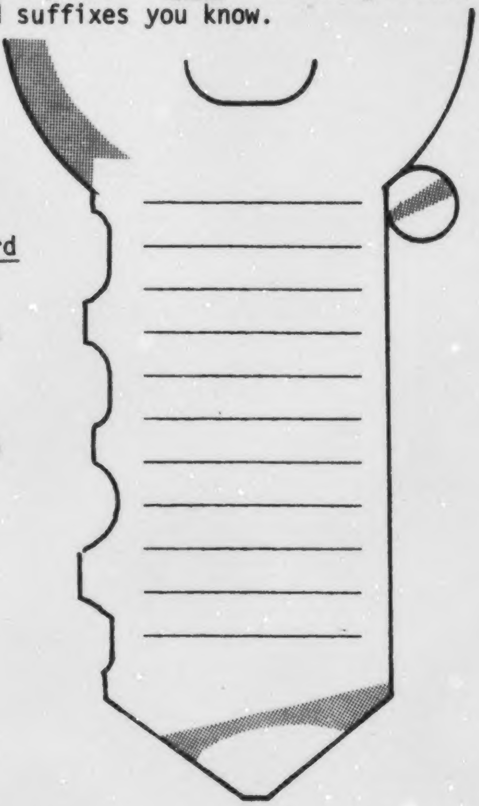
1. ad + munitions ____________________(fortifications that go toward the target)
2. com + mit + ment____________________(act of sending one's effort together with)
3. com + mis + sion____________________(act of being sent with a task to do)
4. com + muni + cate____________________(to make an exchange of ideas with another)
5. ex + mis + sion ____________________(act of sending out)
6. in + material ____________________(not important)
7. in + mature ____________________(not mature or adult-like)
8. in + mobile ____________________(not able to move)
9. in + migrate ____________________(to come into the country)
10. in + partial ____________________(not to take sides)
11. sub + mons ____________________(under call)
12. sub + mit ____________________(send under consideration)
13. sub + merge ____________________(plunge under)
14. in + munize ____________________(to keep one from communicable diseases)

PROJECT TASK: *Make a Word Key Module for the prefix* **pro-** *meaning FORWARD or FOR.*

Review the Androidic Asteroid Antics for adding suffixes: drop the e; double the consonant; and change y to i.

Program a Word Key Module based on the prefix **pro-** meaning FORWARD. Listed are some clues from roots and suffixes you know.

1. see to it that means are brought forward.
2. to make a part you see go forward into a composition
3. that which throws the image forward
4. a record of what goes forward
5. act of leading forward
6. going forward (gress = go)
7. result of vowing your life's work to go forward
8. looking forward
9. send forward together
10. witness for (test = witness)
11. send your word forth



ANDROIDIC ASTEROID ANTICS

1. When a word ends vCe and the suffix begins with a vowel, drop the e unless it is needed to keep c or g soft, or to avoid confusing two words.
2. When a word ends with one vowel followed by one consonant and the suffix begins with a vowel, double the consonant unless the accent shifts away from the last syllable.
3. When a word ends with a consonant before the y change the y to i before adding all suffixes except those beginning with an i.

commence + ment = ______________

compose + ition = ______________

marvel + ous = ______________

music + ian = ______________

stormy + est = ______________

mystery + ous = ______________

imitate + ion = ______________

program + ed = ______________

PROJECT TASK: *Perceive, describe, and make capital N and lower case n.*

Capital N begins with the small loop and cane stroke. It is retraced with one overcurve stroke just beyond the second line. The overcurve ends at the base line to join the word. Trace or copy:

N N Nearly No one

Lower case n begins with an overcurve stroke. It is retraced with another overcurve stroke that ends at the base line. Trace or copy:

needs connected ancient

American Money

No one in our country had money at one time. Like ancient people our ancestors once traded goods for their needs. Later they connected a standard of value to something like Indian wampum or tobacco leaves. Nearly all early American coins were Spanish dollars. The colonies had little or no gold or silver to mint coins.

SONIC PHONICS ORBIT 25 Galaxy 7

PROJECT TASK: *Learn three nasal consonants. Take a Posttest on the eight consonant pairs learned.*

The three nasal consonants / m /, / n /, and / ng / are not like the pairs. The mouth does different movements to produce each. They are grouped because in all the air flow is through the nose.

POSTTEST

You have learned eight consonant pairs. One of each pair was voiced and one was unvoiced. A sonic boom in breaking the sound barrier caused the eight paired examples below to get out of place. List the sixteen consonant sounds in the voiced or unvoiced columns as pairs. Write a sample word for each. Use these clue words for their ending sound: goes, help, garage, breathe, watch, kicked, word, fresh, league, bandage, eve, business, faith, enough, knock, grab

	voiced	unvoiced
1.	/ / grab ____________	/ / ____________
2.	/ / ____________	/ d / ____________
3.	/ / ____________	/ / league ____________
4.	/ f / ____________	/ / ____________
5.	/ / ____________	/ th / ____________
6.	/ / business ____________	/ / ____________
7.	/ / ____________	/ / garage (beige) ____________
8.	/ / ____________	/ / bandage ____________

PROJECT TASK: *Learn the forms* ***-ancy*** *and* ***-ency*** *for the suffixes* ***-ance*** *and* ***-ence*** *meaning ACT OF...ING or STATE or RESULT OF BEING... Learn the root* ***sta*** *and its other forms* ***stit*** *,* ***sist*** *or* ***stet*** *meaning STAND.*

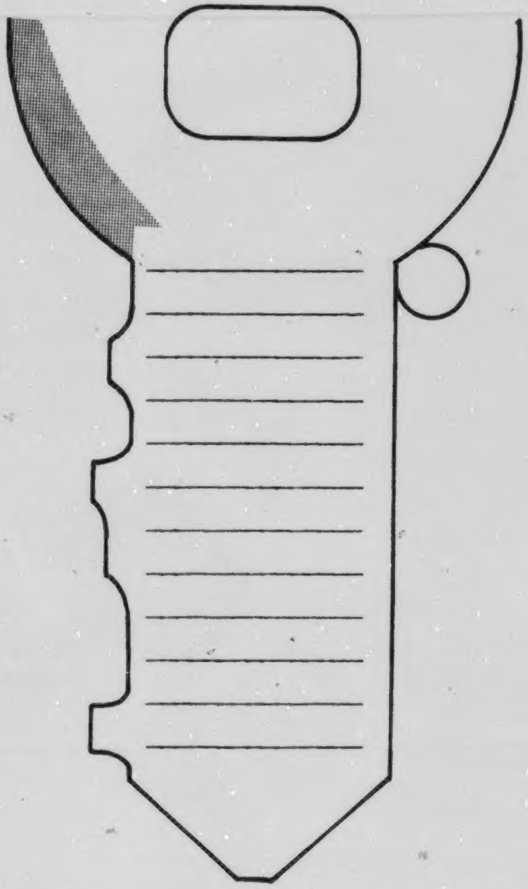
You have learned the suffixes **-ance** and **-ence** . The other forms of them picked up by the Shuttle Arm are **-ancy** and **-ency** . They make NOUNS meaning THE ACT OF...ING or STATE OF BEING... The companion ADJECTIVE is often a clue to which form to use. Finish making NOUNS with this suffix.

excellent His Excellency current = ______________

frequent frequency militant = ______________

Program a Word Key Module for the root sta meaning STAND. Remember its other forms are stit , sist or stet . The clues can help you. You may construct a different set of clues and Module.

1. stand under or in for another
2. standing firm in your idea
3. conditions standing around (circum = around)
4. to stand together
5. be upright in position
6. standing
7. stop or stand down from a position taken
8. stand back against an authority
9. stand in the direction of a certain quality
10. platform where actors stand
11. having steady stand with a thing
12. that which stands beyond the understanding of humans



PROJECT TASK: *Learn Past Tense and Past Progressive Tense forms for TRANSITIVE ACTIVE and TRANSITIVE PASSIVE VERBS, for INTRANSITIVE VERBS and FORM OF BE VERBS. Discern the meaning in the Progressive Tenses. Learn the helper function for FORMS OF BE. Draw arrows to show this job.*

Past Tense

FORM OF BE		TRANSITIVE ACTIVE VERB	
singular	plural	singular	plural
I was	we were	I saw	we saw
you were	you were	you saw	you saw
he* was	they were	he* saw	they saw

(* stands for any person (she) or thing (it)

INTRANSITIVE VERB		TRANSITIVE PASSIVE VERB	
singular	plural	singular	plural
I lay	we lay	I was seen	we were seen
you lay	you lay	you were seen	you were seen
he* lay	they lay	he* was seen	they were seen

Past Progressive Tense

FORM OF BE		TRANSITIVE ACTIVE VERB	
singular	plural	singular	plural
I was being	we were being	I was seeing	we were seeing
you were being	you were being	you were seeing	you were seeing
he* was being	they were being	he* was seeing	they were seeing

INTRANSITIVE VERB		TRANSITIVE PASSIVE VERB	
singular	plural	singular	plural
I was lying	we were lying	I was being seen	we were being seen
you were lying	you were lying	you were being seen	you were being seen
he* was lying	they were lying	he* was being seen	they were being seen

These are sentences from your model. Change the underlined VERB to a Progressive Tense. Re-read the model paragraph to understand the meaning of the Progressive Tense in relation to a total paragraph. Tell which tense you wrote.

1. Our ancestors (once) traded goods for their needs.

   _______________ _______________ Progressive Tense.

2. Congress can coin money and determine its value.

   _______________ and _______________, _______________ Progressive Tense.

3. The Federal Reserve System controls banking and currency.

   _______________, _______________ Progressive Tense

PROJECT TASK: *Learn the Future Tense for FORM OF BE, TRANSITIVE ACTIVE and TRANSITIVE PASSIVE VERB, and INTRANSITIVE VERBS. Understand how FORM OF BE works as a helper VERB.*

Future Tense

FORM OF BE

singular	plural
I shall be	we...
you will be	you...
he* will be	they...

TRANSITIVE ACTIVE VERB

singular	plural
I shall see	we...
you will see	you...
he* will see	they...

(he* stands for any person (she) or thing (it)

INTRANSITIVE VERB

singular	plural
I shall lie	we...
you will lie	you...
he* will lie	they...

TRANSITIVE PASSIVE VERB

singular	plural
I shall be seen	we...
you will be seen	you...
they will be seen	they...

Cross out the Future Progressive Tense forms we don't use much:

FORM OF BE

singular	plural
I shall be being	we...
you will be being	you...
he* will be being	they...

TRANSITIVE ACTIVE VERB

singular	plural
I shall be seeing	we...
you will be seeing	you...
he* will be seeing	they...

INTRANSITIVE VERB

singular	plural
I shall be lying	we...
you will be lying	you...
he* will be lying	they...

TRANSITIVE PASSIVE VERB

singular	plural
I shall be being seen	we...
you will be being seen	you...
he* will be being seen	they...

In the two quartains of Spring you will find seven Present Tense VERBS. They tend to have a future meaning. Tense is defined by the forms you are learning. Tense is more a function of the meaning in communication. Write the seven VERBS. Identify its kind. Write it as Future Progressive.

	Present Tense	Kind	Future Progressive Form
1.			
2.			
3.			
4.			
5.			
6.			
7.			

PROJECT TASK: *Perceive, describe, and make capital B and lower case b.*

Capital B begins like capitals P and R with a small up-curve stroke from just under the third line. Pause at the third line and make a straight slanted stroke to the base line. Retrace it into a right hand curve at the third line. Bring the curve back to the retraced line at a point half-way between the first and second lines. Make a tiny right-hand loop and a second right hand curve around to the base line and into the tip of the boat stroke. Connect the boat stroke to the word. Trace or copy:

B B Birds Beautiful

Lower case b begins with a tall loop. Back at the base line a cupped stroke stops at the first line to form a bridge. Trace or copy:

b b bring prescribe

Spring

Strong keen language of spring rings out.
Days and nights vie for equal length.
Young green fingers of each new sprout
Tongue songs to the sun's kingly strength.

PROJECT TASK: *Learn the silent letters with m and n to represent / m / and / n /. Learn the n representation for the nasal consonant / ng /.*

The usual ways to write the nasal consonants are not confusing. / m / is usually m or m m; / n / is usually n or n n ; / ng / is usually ng. Silent letters appear for some words ending with / m / and / n /. In some words the / ng / sound is spelled just n.

Complete this for Andrew with words from the Payloads for MISSIONS 24, 25, and 26.

SONIC ROUNDUP

/ n / = gn	/ ng / = n	/ n / = kn
______________	______________	______________
______________	______________	know
		knot
assign	distinctive	knowledge
gnawed	anxious	knock
campaign		knew

/ m / = mn	/ m / = mb
______________	______________
hymn	______________
column	
condemn	bomb
solemn	limb
	lamb

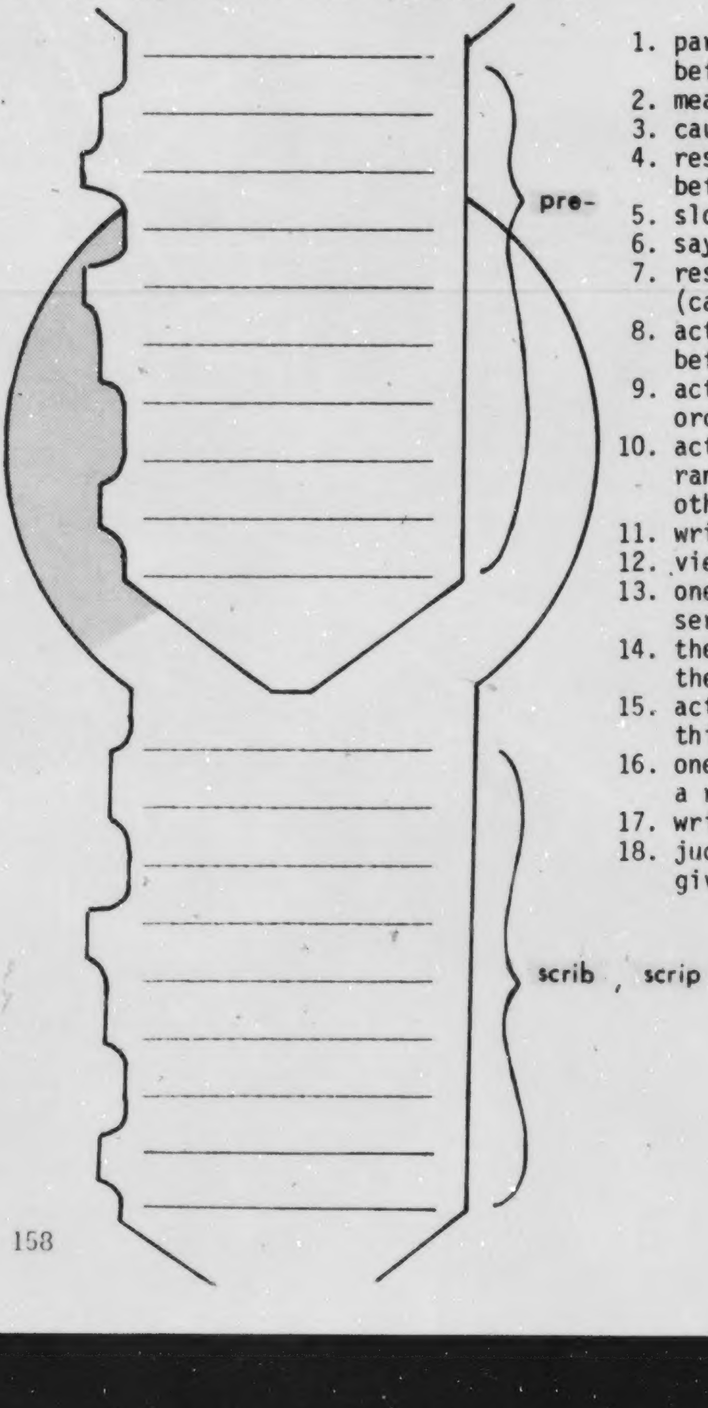
POSTTEST

The nasal consonants are not classed as consonant pairs because they are all ______________ consonants. The ______________ uses a different position to make each of them. Air is forced through the ______________ to make each nasal consonant sound.

PROJECT TASK: *Learn the prefixes* ***semi-*** *and* ***hemi-*** *meaning HALF, the prefix* ***pre-*** *meaning BEFORE and the root* ***scrib*** *or* ***script*** *meaning WRITE.*

Do you remember the Accumductor is a computer which leads those word parts put together in the Cargo Bay to us for communication. Like all computers it has to be programmed to recover Word Key Modules.

Program the Accumductor for two Word Key Modules. One will be for **pre-** and the other for **scrib** , **scrip** . You may make your own keys or you may use the clues provided here.



1. part of a word fixed on before
2. meaningless marks on paper
3. caution taken beforehand
4. result of a written order before action (both keys)
5. sloppy writing
6. say beforehand
7. result of sacred writings (capitalize it!)
8. act of coming into a thing before to be safe
9. act of writing under the order
10. act of yielding a higher rank to a thing before other things
11. write into or onto
12. view beforehand
13. one written into military service with others
14. the state of being before the NOUN that is its object
15. act of writing down how a thing looks
16. one who holds claim before a ruler is selected
17. writing above an inscription
18. judgement before proof is given

MISSIONS 27 - 28 - 29 Galaxy 7

TEACHING TAKEOFFS

TRACKING Capital and lower case W, D, and E require smooth movements and perception of beginning and ending points. Be aware of student growth in ability to describe what he sees and what he will do, giving positive feedback.

PHONICS This series develops the windy consonants. Some students may still need to have help perceiving how these sounds are made, hearing them, and reproducing them, including blends. Orbit 27: dwindling,twenty,switch,sweep,swagger,swollen,swindle,swerve. Orbit 28:wispy whip,weepy wheat,weak wheels,white wilds,whale wails,witty whistle,whining wine,which witch switched(+options), winning whinny,willful whim. Orbit 29:/w/were,we,will,would, way,water;/h/how,has,her,him,his,who;/wh/what,when,which,where; /th/with;/th/then,them,these,other,than;/ch/which,each;/sh/she; /zh/(none).

MORPHOLOGY Orbit 27:1,4,8,7,9,3,10,11,12,2,1,6 Orbit 28:pendulous, suspended,impending,pendants,independent. Orbit 29:-ate=like: fortunate,separate,affectionate,intimate,duplicate;trans-= across:transmit,transportation,transcribe,transferred, translate,transpose,transformer,transfusion,transplant, intransitive,transitive;-ate=to make:educate,abbreviate, communicate,advocate,vindicate,ventilate,translate,confiscate, dedicate,separate,intimate,duplicate.

SYNTAX This series develops the Perfect Tenses. Orbit 27:is,Present, has been;are,Present,will be;feel,Present,have been feeling Orbit 28:Present Perfect,had been whipping;Present,had talked; Present,are enjoying. Orbit 29:will have hibernated; INTRANSITIVE,Future Perfect;will have been:FORM OF BE,Future Perfect;will have headed:INTRANSITIVE,Future Perfect;will have transposed:TRANSITIVE ACTIVE,Future Perfect;will have become: FORM OF BE,Future Perfect;will have been triggered:TRANSITIVE PASSIVE,Future Perfect;will have been taking:TRANSITIVE ACTIVE, Future Perfect Progressive:will have transformed:INTRANSITIVE, Future Perfect;will have become:FORM OF BE,Future Perfect; could have been being transferred:TRANSITIVE PASSIVE,Future Perfect Progressive;will have lost:TRANSITIVE ACTIVE,Future Perfect;would have been being:FORM OF BE,Future Perfect Progressive.

MISSION GO Skateboarding.(Current popular magazine on newstands.) Burton, M. and R.,Ed. Wildlife Encyclopedia. New York:Funk & Wagnalls,Inc.,1974; McKenna,Some of My Friends Have Tails; Life,The Mammals; Stranger,That Quail Robert; O'Hyde,Sandy; Weaver,Frosty.

PROJECT TASK: *Learn the forms for FORM OF BE, INTRANSITIVE VERBS, and TRANSITIVE ACTIVE and PASSIVE VERBS for the Present Perfect Tense. Decide which forms of the Present Perfect Progressive Tense are used very little. Place a large X on them.*

Present Perfect Tense

FORM OF BE		TRANSITIVE ACTIVE VERB	
singular	plural	singular	plural
I have been	we...	I have seen	we...
you have been	you...	you have seen	you...
he* has been	they...	he* has seen	they...

(he* can stand for any person (she) or any thing (it)

INTRANSITIVE VERB		TRANSITIVE PASSIVE VERB	
singular	plural	singular	plural
I have lain	we...	I have been seen	we...
you have lain	you...	you have been seen	you...
he* has lain	they...	he* has been seen	they...

Present Perfect Progressive Tense

FORM OF BE		TRANSITIVE ACTIVE VERB	
singular	plural	singular	plural
I have been being	we...	I have been seeing	we...
you have been being	you...	you have been seeing	you...
he* has been being	they...	he* has been seeing	they...

INTRANSITIVE VERB		TRANSITIVE PASSIVE VERB	
singular	plural	singular	plural
I have been lying	we...	I have been being seen	we...
you have been lying	you...	you have been being seen	you...
he* has been lying	they...	he* has been being seen	they...

In the following sentences from the model underline the VERB. Write its tense. Change it to the tense written under the line.

1. Wind skating is quite a wonder.

______________Tense = ____________________
Present Perfect Tense

2. The wisest places are open runways away from buildings.

______________Tense = ____________________
Future Tense

3. You feel the wind pressure in the sail.

______________Tense = ____________________
Present Perfect Progressive

PROJECT TASK: *Perceive, describe, and make capital W and lower case w.*

Capital W begins with a small loop and cane stroke. A short retrace stroke slants back to the third line. A second short retrace curves to the base line. A third short retrace curves up to the second line and stops. Trace or copy:

W W Wind W W

Lower case w begins with a one-line upcurve. It is retraced back to the base line for another one-line upcurve. This, too, is retraced to the base line for a third one-line upcurve. Pause at the first line and finish with a bridge stroke. Trace or copy:

w w wonder wisest away

Wind Skate

Wind skating is quite a wonder. Ten pounds of sail and an average wind will sweep you and your skateboard along at a quick twenty miles per hour. The wisest quarters for wind skating are open runways away from buildings, trees, and fences.

PROJECT TASK: *Learn / w /, / h /, and / wh / are grouped as windy sounds. Learn that / w / is usually spelled w. In a very few words it is o or u. The sound / w / blends with / d /, / t /, and / s /.*

Only a small amount of wind is blown from the mouth in making / w /. The lips control the amount. Feel your throat when you say we, will, wonder. You can feel the voiced consonant sound. This sound makes a few blends, too. Write from the Payloads the words to complete each list as you say them.

/ dw / = dw

dwarf
dwell

____

/ tw / = tw

twinkle
twelve
twin
twigs
twisted

____

/ sw / = sw

____
____
____
____
____
____

swallowed
swam
sweat
swept
sweet
swift
swim
swung

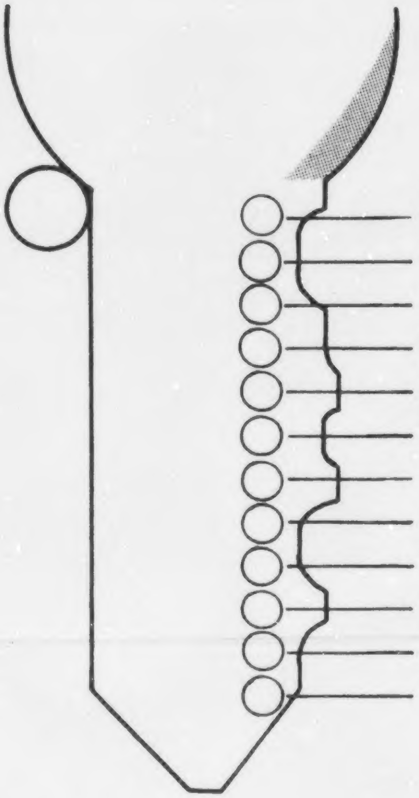
The letter w combines with r to begin a number of words. It is a silent letter in these words:

wrapped WRITE wrought

COSMIC CONSTRUCTIONS ORBIT 27 Galaxy 7

PROJECT TASK: *Learn the roots* **pos** , **pon** , **pound** *meaning PLACE or SET. Identify at least 12 words with this root.*

The Cargo Bay of the Space Shuttle has in its storage units enough prefixes and suffixes that you can now construct lengthy Word Key Modules from any common root. Below is the reverse side of this programmed key for **pos** Write the number of the word at the bottom of the page into the Key.



place or position one holds
place down a payment
a NOUN placed next to one meaning the same
act of placing elements together
place out in the light
place one thing over another
result of placement
place under consideration
place forward an idea
result of placing before its object
result of placing the body
quality of setting down definitely

1. posture
2. preposition
3. superimpose
4. deposit
5. post
6. positive
7. composition
8. appositive
9. expose
10. position
11. suppose
12. proposition

PROJECT TASK: *Perceive, describe, and make capital cursive D and lower case cursive d.*

Begin capital D with a downcurve stroke from the third line. Make a small loop at the base line and curve back across the base line. A rounded-front upcurve ends in a left-handed loop between the third and second lines. It touches the beginning of the first stroke. Trace or copy:

D D Different D D

Lower case d begins with a rounded back to the first line. It is retraced to the base line and curves into a two-line upcurve. A retrace stroke goes back to the base line. Trace or copy:

d d depends wheedle

Different Pets

Some people have the usual
pets. Jack has whipped through
a whole household zoo of pets. Which
one will be next will depend on Jack's
family. Can he wheedle them into his
present pets awhile longer? They
all talk about Whiskers and
Wheeler everywhere.

PROJECT TASK: *Learn the difference between the voiced / w / and the unvoiced / wh /.*

The sound / wh / is one of the group of three windy sounds. The tongue and lips control the amount of air blown out. It is an unvoiced consonant. The consonant sound / w / has less air being blown out but it is voiced. Finish the Fuddled Phonics Glossography. The / w / and / wh / clues are given.

FUDDLED PHONICS GLOSSOGRAPHY

w _ _ _ _	w h _ _	limp rope
w _ _ _ _	w h _ _ _	wet grain
w _ _ _	w h _ _ _ _	battered bike
w h _ _ _	w _ _ _ _	mountain blizzard
w h _ _ _	w _ _ _ _	critter cries
w _ _ _ _	w h _ _ _ _ _	comic call
w h _ _ _ _ _	w _ _ _	champagne
w h _ _ _	w _ _ _ _ _	question in a Halloween mystery
_ w _ _ _ _ _ _		
w _ _ _ _ _ _	w h _ _ _ _	horse sense
w _ _ _ _ _ _	w h _ _	fancy free

_____________'s GLOSSOGRAPHY

1.

2.

3.

PROJECT TASK: *Construct a Word Key Module from meanings only for the root* ***pend*** *,* ***pens*** *meaning HANG or WEIGH.*

MAKE YOUR OWN PRESUPPOSITION

A ______________(full of the quality of hanging) giant new satellite had been ______________(hung under) from the framework of the gantry. A strict pre-launch countdown for the __________ _______________(hanging into it) event had been imposed. The huge unit of the trial booster had been positioned."Umbilicals" of electrical cables and hoses were like gaudy ______________(that which hangs on a chain) worn by the craft. The fuel was being pumped. The pad was being cleared. The next moment an _________ _______________(one that does not hang onto anyone) and flaming torch was accelerating into the atmosphere. Tracking radars were following the trajectory. What was it they were picking up? No! It couldn't be that outer-space communications expert Andrew Write, could it? ...

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PROJECT TASK: *Learn the Past Perfect Tense forms for FORM OF BE, TRANSITIVE ACTIVE and TRANSITIVE PASSIVE VERBS, and INTRANSITIVE VERBS. Put an X on the Past Progressive forms for these VERBS which are little used.*

Past Perfect Tense

FORM OF BE		TRANSITIVE ACTIVE VERB	
singular	plural	singular	plural
I had been	we...	I had seen	we...
you had been	you...	you had seen	you...
he* had been	they...	he* had seen	they...

(he* is used for any person (she) or thing (it)

INTRANSITIVE VERB		TRANSITIVE PASSIVE VERB	
singular	plural	singular	plural
I had lain	we...	I had been seen	we...
you had lain	you...	you had been seen	you...
he* had lain	they...	he* had been seen	they...

Past Perfect Progressive Tense

FORM OF BE		TRANSITIVE ACTIVE VERB	
singular	plural	singular	plural
I had been being	we...	I had been seeing	we...
you had been being	you...	you had been seeing	you...
he* had been being	they...	he* had been seeing	they...

INTRANSITIVE VERB		TRANSITIVE PASSIVE VERB	
singular	plural	singular	plural
I had been lying	we...	I had been being seen	we...
you had been lying	you...	you had been being seen	you...
he* had been lying	they...	he* had been being seen	they...

Underline the VERB of the sentence from the model. Tell its tense. Change it to the tense shown under the line.

1. Jack has whipped through a whole household zoo of pets.

______________Tense = ____________________________
Past Perfect Progressive form

2. They talk about Whiskers and Wheeler everywhere.

______________Tense = ____________________________
Past Perfect Tense

3. The squirrels enjoy their diet of nuts and seeds.

______________Tense = ____________________________
Present Progressive Tense

PROJECT TASK: *Learn the form and use for the Future Perfect Tense and the Future Perfect Progressive Tense. Understand how FORM OF BE functions as a helper VERB.*

Future Perfect Tense

FORM OF BE singular	plural	TRANSITIVE ACTIVE VERB singular	plural
I shall have been	we...	I shall have seen	we...
you will have been	you...	you will have seen	you...
he* will have been	they...	he* will have seen	they...

(he* is used for any person (she) or thing (it)

INTRANSITIVE VERB singular	plural	TRANSITIVE PASSIVE VERB singular	plural
I shall have lain	we...	I shall have been seen	we...
you will have lain	you...	you will have been seen	you...
he* will have lain	they...	he* will have been seen	they...

Future Perfect Progressive Tense

FORM OF BE singular	plural	TRANSITIVE ACTIVE VERB singular	plural
I shall have been being	we...	I shall have been seeing	we...
you shall have been being	you...	you will have been seeing	you...
he* will have been being	they...	he* will have been seeing	they...

INTRANSITIVE VERB singular	plural	TRANSITIVE PASSIVE VERB singular	plural
I shall have been lying	we...	I shall have been being seen	we...
you will have been lying	you...	you will have been being...	you...
he* will have been lying	they...	he* will have been being...	they...

List all of the VERBS in the model. Tell their kind and tense.

VERB or FORM OF BE	Kind	Tense

PROJECT TASK: *Perceive, describe, and make capital E and lower case e in a uniform habit.*

Capital E begins just below the third line with a small left-hand loop. It curves around to the third line and into a rounded back downcurve, which loops left again at the second line. Another rounded-back downcurve touches the base line and connects to the word. Trace or copy:

E E Every E E Each E E

Lower case e begins with a one-line upcurve which loops left, intersects, and touches the base line. Learn to keep a loop in e. Trace or copy:

e e deep hibernate sleep

Sleepyheads

Many mammals and most reptiles hibernate. Every hibernating animal is hungry the whole summer. Each heads by habit in cold air to a deep hole or a hollow tree. Heavy sleep slows down both breathing and heartbeat.

PROJECT TASK: *Learn the sound / h / spelled h or wh. Perceive how it is different from / w / and / wh / and a separate sound from the consonant digraphs with h.*

SONIC ROUNDUP

Say the sequence of sounds / w /, / h / , and / wh / in these three words: Was he where? You will notice an increase in the amount of wind with each word or sound. In talking fast we don't always take the time to put in the extra wind. In the groupings below add the words that belong from the list of 100 most frequently used words. Some may be used twice.

/ w /	/ h /		/ wh /
was	he	have	________
with	his	had	________
words			________
________	________		________
________	________		
________	________		
________	________		
________	________		
________			

You have learned five consonant sounds which also have a flow of air and are represented by the letter h with another letter. They are / sh /, / zh /, / th /, / th /, and / ch /. Add from the same 100 most used words the ones belonging to these groups. You may not use all of the lines. Some words may be used twice.

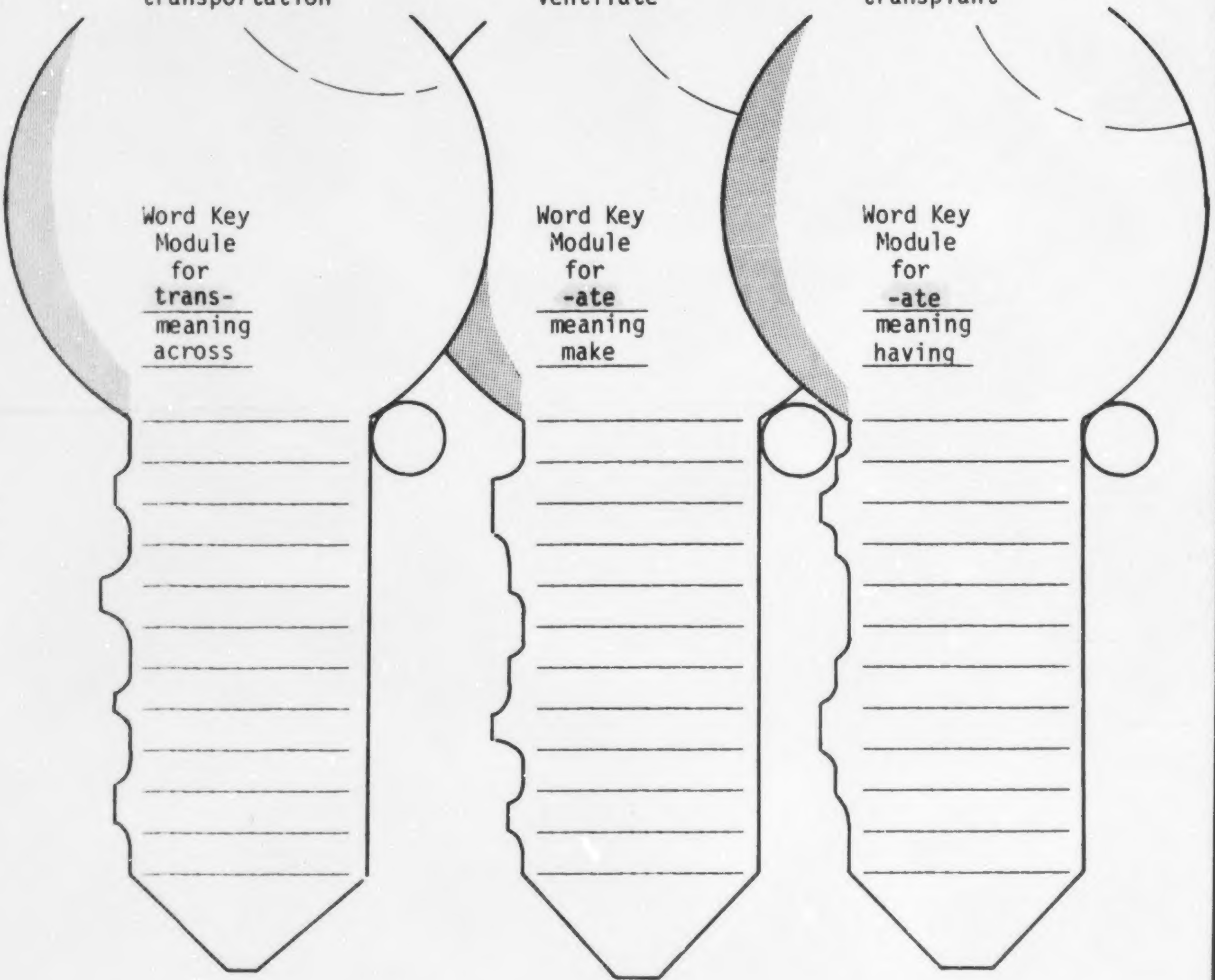
/ th /	/ th /		/ ch /
________	the	this	________
________	that	there	________
________	they	their	________
________	________		________
________	________		________
________	________		________
	________		
	________		
	________		

/ sh /	/ zh /
________	________
________	________
________	________
________	________
________	________
________	________

PROJECT TASK: *Learn the prefix* ***trans-*** *meaning ACROSS, THROUGH, or OVER. Learn that the suffix* ***-ate*** *can have a VERB meaning MAKE or CAUSE and an ADJECTIVE meaning HAVING or LIKE.*

Below are the Word Key Modules for the following words. Some words will fit two different Keys. Be sure to program it to the Module for its meaning;

- fortunate
- abbreviate
- educate
- transmit
- transitive
- separate
- communicate
- transportation
- duplicate
- intransitive
- transferred
- affectionate
- dedicate
- translate
- intimate
- ventilate
- advocate
- transcribe
- vindicate
- transpose
- confiscate
- transfusion
- transformer
- transplant


Word Key Module for trans- meaning across
Word Key Module for -ate meaning make
Word Key Module for -ate meaning having

TEACHING TAKEOFFS

TRACKING Orbit 32:Posttest and the Pretest of MISSION 1 compares growth in spatial relations, movement, and visual-motor perception of form.

PHONICS Orbit 30:laughingly,television,telephone,electrical;ll,millions;Cle,handle,trembles,troubles,people;-al suffix,actually,electrical,signal,local;-ly,actually;al NOUN,signal. Orbit 31:el,angel;ile,missile,fertile;-ful,awful,useful;-able-ible,incapable,eligible,sensible. Orbit 32:(none),aircraft;(none);from;grows,photographs;pretty,predict,Project;spread;stream,strength,maelstrom,destruction;through,threatened;track,tropical;(none);(none);researching;(none);(none);informs;born,eastern;(none);(none);starts,reports;earth;observe,service.

MORPHOLOGY Orbit 30:actually,originally,genial,legal,cordial,continual,virtual,supernatural,substantial,personally,naturally,electrical,critical,mechanical,practical,local,generally;Don't give me any baloney. Is Accumductor expert a phony? phonograph,phoneme,phonogram,phony,microphone,microbe,microscope,microfilm,microgroove,microwave. Orbit 31:imaginable,transportable,divisible,destructible,comfortable,dependable,bearable,reliable,enjoyable,acceptable,laughable,agreeable,manageable. Orbit 32:prefix:1,1,3,10,earth,forward,4,before,5,6,across,2,small,7,8,9,half;roots:100,measure,hand,hold,throw,stand,write,place,hang,sound;suffix:state of,without,state of,state of,more,most,state of,to make,having,like;like,able.

SYNTAX Orbit 30:answers questions in Student MISSION. attacked,beat,become,bring,burst,caught,choose,done,drew,drinking,driven,ate,risen,sit,shook,sneaked. Orbit 31:been,fascinated,known,became,skiing,ridden,seen,sought,burst,broke,come,beheld,sneaked,driven,drunk,eaten,saw,chose,spent,sang,blew,dragged,shrunk,shaken,saying,drawn. Orbit 32:that,she,their,her,which,she,they,her,it,them,she,she,she,that,Nobody(no one),that.

MISSION GO Orbit 30:The coded puzzle is similar to Crosscut Saw in the entertainment section of many newspapers. Bendick,Television Works Like This; Kerman,Color Television. Orbit 31:Most classroom English textbooks have lists of the irregular VERB parts in addition to those in Orbit 30. Orbit 32:Thompson, Philip D.,Weather. LIFE Science Library. New York:Time,1965. Boning,Richard A.,Joshua James.The Incredible Series. New York:Dexter & Westbrook,1972; Lehr,Weather; Irving,Hurricanes and Twisters; Johnson,When Nature Runs Wild.

PROJECT TASK: *Learn that the principal parts of any VERB must be known or looked up to use VERBS correctly. Learn the parts that accompany the kinds of VERBS in all Tenses.*

VERBS have five principal parts. A dictionary lists the Present Tense form or the Infinitive form without to.

Infinitive	Present	Present Participle	Past	Past Participle
to talk	talk	talking	talked	talked
to begin	begin	beginning	began	begun
to be	am, is, are	being	was,were	been

The Infinitive form is never the VERB of a sentence.
The Present form makes the Present Tense and Future Tense.
The Past form makes ONLY the Past Tense. It NEVER has a helper.
The Present Participle form makes Progressive Tenses except PASSIVE.
The Past Participle form makes Perfect Tenses and all PASSIVE tenses. It must ALWAYS HAVE a helper.

Most VERBS form their parts in a regular pattern like talk above.
Some VERBS form their parts with a different word in each like begin.
Some VERBS are the same in all parts like hit below.
Some VERBS are the same in the Past and Past Participle forms like to lay (meaning to place) below.

In the following chart of VERB parts write the missing part on each line. Look up any you don't know.

Infinitive	Present	Present Participle	Past	Past Participle
to hit	hit	hitting	hit	hit
to lay(place)	lay	laying	laid	laid
to lie(rest)	lie	lying	lay	lain
to attack	attack	attacking	attacked	________
to beat	beat	beating	________	beaten
to become	become	becoming	became	________
to bring	________	bringing	brought	brought
to ________	burst	bursting	burst	burst
to catch	catch	catching	________	caught
________	________	choosing	chose	chosen
to do	do	doing	did	________
to draw	draw	drawing	________	drawn
to drink	drink	________	drank	drunk
to drive	drive	driving	drove	________
to eat	eat	eating	________	eaten
to rise(get up)	rise	rising	rose	________
to raise	raise	raising	raised	raised
to set(place)	set	setting	set	set
to sit	________	sitting	sat	sat
to shake	shake	shaking	________	shaken
to sneak	sneak	sneaking	sneaked	________
			NEVER a helper	ALWAYS a helper

PROJECT TASK: *Perceive, describe, and make capital L and lower case l.*

Capital L begins just below the third line with a left-hand loop between the second and third lines. A down curve stroke ends in a right-handed loop on the base line. It connects with the word. Trace or copy:

L L Laughingly L L

Lower case l is the simplest of the tall loop letters. Keep its back straight and the loop slanted. Trace or copy:

l l l local l l actually

Sights and Signals

Laughingly a viewer turns the handle on his television set. Actually the sights and signals have come by telephone. In a studio, camera and microphone had translated the giggles, the trembles, the troubles of people into millions of electrical signals a second. Telephones had carried the signals to local stations.

SONIC PHONICS ORBIT 30

PROJECT TASK: *Identify patterns to help in spelling the sound / l / represented by l, ll, al, el, il, ile, ol, ul, and Cle (a consonant + le syllable).*

In Cosmic Constructions Orbit 30 you will learn more about the suffix **-al** meaning LIKE or HAVING. It is a common ADJECTIVE suffix on many, many words. Identify the suffix and you know its spelling.

Knowing the **-al** suffix is also helpful in words ending cal or cle. You know al can make an ADJECTIVE. The syllable cle makes NOUNS

magical	circle
musical	uncle
practical	vehicle

Some NOUNS end in al. They usually have an ADJECTIVE meaning too:

animal crackers	baby animal
signal performance	light signal
pedal toys	bike pedal

Words beginning with the sound / l / are each just l, except Spanish words like, llama and llanos. ll in the middle or at the end of a word follows a vowel. Complete the SONIC ROUNDUP with words from the first paragraph of the model. There is a line for every word with the sound / l /. The examples are from the rest of the model.

SONIC ROUNDUP

/ l / = l

life
children
led
element

____

____

____

____

/ l / =-ly suffix

____

eventually

/ l / = ll

installations

____

/ l / =-al suffix

genial
substantial
eventually

____

____

____

____

/ l / = Cle

cable
angle
sparkle
principle

____

____

____

____

/ l / = al NOUN

interval

____

PROJECT TASK: *Learn the root* **phon** *meaning SOUND, the prefix* **micro-** *meaning SMALL. and the ADJECTIVE-forming suffix* **-al** *meaning LIKE or HAVING.*

The Space Shuttle added to its Cargo Bay more useful elements. The root **phon** means SOUND as does the root **son** , too. You have learned a common ADJECTIVE-forming suffix which is often with these roots. It is the suffix **-ic** meaning LIKE or HAVING.

The phonetic part of MISSION WRITE is in Sonic Phonics. (Note that ic can just be a syllable in a NOUN like picnic, mechanic.)

Another ADJECTIVE-forming suffix from Planet Suffix is **-al** meaning also LIKE or HAVING. It, too, can be just the last syllable of a NOUN like signal or interval. In the Payloads of MISSIONS 30 and 31 find the match for:

in a way like the action ________
in a way like the first ________
in a friendly way ________
having to do with law ________
like one has a heart ________
like it will continue ________
like virtue or truth ________
like it's beyond nature ________
having to do with its substance ________
in a manner like person to person ________

in a way like nature ________
having electricity ________
like a critic ________
like a mechanic ________
like practice ________
like a location ________
in a general way ________

From Planet Prefix comes **micro-** meaning SMALL. From Planet Root comes **phon** meaning SOUND. A Shuttle Communicator was able to pick up a message from Andrew WRITE. This is the coded message they got back. Find out what he asked.

D
1 2 3 4 5 6 8 7 8 9 2 10 11 9 12 1 4 2 8 10.

U D U X
1 13 9 14 14 7 14 3 1 15 8 16 8 15 3 9 16 17 9 2 10?

machine to hear sound recording	16 17 1 2 1 4 15 9 16 17
smallest unit of speech	16 17 1 2 8 7 8
a letter to represent a sound	16 17 1 2 1 4 15 9 7
fake, doesn't sound right	16 17 1 2 10
instrument that makes tiny sound large	7 5 14 15 1 16 17 1 2 8
any tiny organism	7 5 14 15 1 11 8
instrument to look at matter	7 5 14 15 1 13 14 1 16 8
writing on small films	7 5 14 15 1 F 1 12 7
v-shaped groove on records	7 5 14 15 1 4 15 1 1 6 8
very short electrical waves	7 5 14 15 1 W 9 6 8 13

PROJECT TASK: *Perceive, describe, and make capital Y and lower case y.*

Capital Y begins with a cane stroke which curves at the base line into a three-line upcurve. A retrace stroke turns into a tail loop. The tail intersects at the base line. Trace or copy:

Y Y You Youth

Lower case y begins with an overcurve. It is followed by a one-line upcurve which is retraced into a tail loop. Trace or copy:

y y yearly y try

y y yesterday y try

Spelling Spills

It's a puzzle how my pencil spells.
In spite of my grumbling fumbles.
Some awful supernaturals
Must live in it just for tumbles.

I have learned to look from the title
To the end for their examples.
I might find ankle is a candle
Or my maples are now sample.

PROJECT TASK: *Identify / ul / in common suffixes as a clue to spelling. Learn to group words for patterns as a memory clue.*

In the Cosmic Constructions Orbit you will learn the suffixes having the sound / ul /. They are **-al** , **-ile** , **-ful** , **-able** , and **-ible** .

Some words ending in ile are following the usual vCe pattern which makes the i long. For example, while, smile, file, mile, reptile.

The suffix **-ile** means RELATING TO...or CAPABLE OF... When it is added to a base word or a root, it sounds / ul / usually.

agile = graceful or capable of quick motions
fertile = capable of bearing crops
fragile = capable of being broken easily
juvenile = relating to youth
mobile = capable of being moved
projectile = capable of being thrown forward
senile = relating to old age (ile here is cVe or īl)

Add to the Roundup words from both MISSIONS 30 and 31 Payloads.

SONIC ROUNDUP

/ ul / = el

shovel
squirrel
parcel
____

/ ul / = suffix **-ile**

hostile
versatile
____
____

/ ul / = suffix **-ful**

beautiful
colorful
grateful
____
____

/ ul / = Cle in suffixes -able and -ible

visible
dependable
inevitable
miserable
____
____
____

PROJECT TASK: *Learn the suffix* ***-able*** *,* ***-ible*** *meaning ABLE TO. Find a general idea on how to know which one to use.*

The meaning for these two suffixes brought to the Cargo Bay is easy. They both mean ABLE. Which one to use is a harder idea. Here are some clues:

Think of a companion NOUN with the suffix **-ion** . If it has an a +**-tion**, use-**able**. Finish these:

durable	duration
____________________	imagination
____________________	transportation

If it has **-sion** or **-tion** use **-ible**

permissible	permission
____________________	division
____________________	destruction

Use-**able** to add to a VERB

movable	move
____________________	comfort
____________________	depend
____________________	bear
____________________	rely
____________________	enjoy
____________________	accept
____________________	laugh
____________________	agree
____________________	manage

SATELLITE SENTENCE SYSTEMS ORBIT 31 Galaxy 7

PROJECT TASK: *Choose a Past Tense form of a VERB with NO helper. Choose the Past Participle or Present Participle forms with a helper.*

In MISSIONS 24-29 you learned the forms of FORM OF BE, TRANSITIVE ACTIVE VERBS, TRANSITIVE PASSIVE VERBS, and INTRANSITIVE VERBS for all of the tenses. In MISSION 30 you learned the principal parts of common irregular VERBS. The Past Tense NEVER has a helper. The Past Participle form ALWAYS has a helper. Write the correct form of the VERB in the following story:

ANDREW ANDROID'S VIEW OF EARTHNOIDS

Andrew Android WRITE has (be)__________your host to the outer spaces of communication. "Earthnoids" have (fascinate)______________him. He had not (know)______________about our activities in a junior high school. He (become)______________excited about the things we have and the things we do. Andrew has been water (ski)______________with us. He had (ride) ______________a helicopter and a wind skate. He has (see)______________ parades and religious rites. He (seek)______________out the wonders of our parks and ports. Andrew (burst)______________with curiosity over some of earth's animals. He nearly (break)______________his power pack in some of our sports. He has (come)______________to our parties and (behold) ______________our great technology. He has (sneak)______________into the glories of our past. He has (drive)______________in our polluted air, (drink)______________our contaminated water, and (eat)______________our fad foods. He (see)______________a first-aid emergency. He (choose) ______________to ignore our calendar. He (spend)______________our money, (sing)______________with a Rock Band, and (blow)______________a trumpet in a Jazz Ensemble. He has (drag)______________his weary wiring to the launch pad and (shrink)______________into his cockpit from exhaustion. The booster rockets have (shake)______________loose. Andrew is (say) ______________in Skywriting before being (draw)______________into outer space, "You're supermen!"

SATELLITE SENTENCE SYSTEMS ORBIT 32 Galaxy 7

PROJECT TASK: *Learn the kinds and forms of PRONOUNS and their uses. Write the right PRONOUN.*

PRONOUNS can function, like NOUNS, in the possessive. In whatever way they function, PRONOUNS have a singular and a plural form.

PRONOUNS can function as the subject or after a FORM OF BE as a predicate PRONOUN meaning the same as the subject. When a PRONOUN does these jobs it must be in its nominative form.

PRONOUNS can function as the object of a TRANSITIVE ACTIVE VERB, as the indirect object receiving the object, or an object of a preposition. When a PRONOUN does one of these jobs it must be in its objective form.

	possessive form	nominative form	objective form
PERSONAL PRONOUNS singular	my, mine	I	me
	yours, your	you	you
	his	he	him
	hers	she	her
	its	it	it
plural	our, ours	we	us
	your, yours	you	you
	their, theirs	they	them
RELATIVE PRONOUNS singular	whose	who	whom
	of who ever	whoever	whomever
	of that	that	that
	of which, whose	which	which, whom
plural	of those	these	those
INDEFINITE PRONOUNS all singular		no one, none	no one, none
		any, anybody	any, anybody
		anyone	anyone
		each, each one	each, each one
		anything	anything
		everybody	everybody
		everyone	everyone
		few	few
		nobody	nobody

Hazel was born in October. From the time______ ______was born, the people of the Weather Bureau kept_________eyes on_________. They tried to figure out_________way_________would go so______ could warn people in_________path. Hazel made_________difficult for_________. _________suddenly picked up speed. _________ veered west. _________was the third hurricane to strike the United States_________year. _________expected_________many in one year.

PROJECT TASK: *Demonstrate perception of vertical spacing and letter shapes in cursive handwriting.*

POSTTEST

Write below the alphabet in both capital and lower case cursive handwriting.

Hurricane Hunters

A hurricane is nature's most wrecking force. Like all weather it is born from solar energy in the wreath of air wrapping the earth. A stream of air carrying rain starts spinning over the ocean. It grows bigger and doughnut-shaped.

PROJECT TASK: *Recognize the consonant / r / spelled r, rr, or wr in a syllable or word as separate from / r / in a blend with other consonant sounds.*

No other consonant is used so much in blends as the consonant sound / r /. Recognize that in words like write and wrapping the consonant sound is still / r /. It is just represented in some words by the letters wr. They are not a blend.

In some words / r / with another consonant can be a blend. It makes one combined sound with the other consonant. In another word the syllables may be different. The same two letters can represent two separate consonant sounds, not a blend.

se cret = blend
sec re tar y = no blend

In this MISSION's model find the blends with / r /. Some may not have any.

br brought, breakfast, ________
cr secrets, ________
dr draw, dress, drive, ________
fr friends, front, ________
gr grabbed, great, ________, ________
pr problems, ________, ________, ________
spr spring, ________, ________
str straight, orchestra, ________, ________, ________
thr three, throughout, threw, ________, ________
tr introduction, ________, ________
rb adverb, verb, ________, ________
rd word, heard, ________, ________
rch porch, ________, ________
rk park, ________
rl girl, ________
rm normal, ________, ________
rn turn, learned, ________, ________
rp sharp, ________
rst first, ________
rt quartz, ________, ________
rth worth, ________
rv curve, ________, ________, ________

COSMIC CONSTRUCTIONS ORBIT 32

Galaxy 7

PROJECT TASK: *Show how many of the prefixes, roots, and suffixes presented since MISSION 18 you have learned.*

small
two
one
three
four
five

seven
eight
nine
ten
one
across

half
earth
forward
before
sound
hang

place
write
stand
hold
hand
100

measure
state of
without
like, having
able
to make

more
most
six
throw

prefixes

mono (mon) ______________

uni ______________

tri ______________

dec ______________

geo ______________

pro ______________

quad (quart) ______________

pre ______________

quin (quint) ______________

sex ______________

trans ______________

bi ______________

micro ______________

sept ______________

oct ______________

novem ______________

semi ______________

roots

cent ______________________

meter ______________________

man (manu) ______________________

ten (tent, tain) ______________________

ject (jac) ______________________

sta (stit, sist, stet) ______________________

scribe (script) ______________________

pos (pon, pound) ______________________

pend (pen) ______________________

phono ______________________

suffixes

-ure ______________

-less ______________

-age ______________

-ity (-ty) ______________

-er (not one who) ______________

-est ______________

-ancy (-ency) ______________

-ate ______________

-al ______________

-ile ______________

-able (-ible) ______________

TEACHING TAKEOFFS

TRACKING Providing these tasks were within the capabilities of the student, consistent instruction and positive feedback have brought growth in speed and performance of handwriting.

PHONICS Orbit 33:x,fixed,extra, examined, mixture;ks,books,textbooks; kes,mistakes;cks,paperbacks,racks;cc,accepted,successful, accent;cs,classics,politics. Orbit 34:/b/voiced;/d/voiced; /p/unvoiced;/t/unvoiced;/k/unvoiced;/g/voiced;/v/voiced; /f/unvoiced;/th/voiced;/th/unvoiced;/z/voiced;/s/unvoiced; /sh/unvoiced;/ch/unvoiced;/j/voiced;/zh/voiced;/r/voiced; /ng/voiced;/m/voiced;/ks/unvoiced;/n/voiced;/w/voiced;/kw/ unvoiced;/h/unvoiced;/wh/unvoiced;/l/voiced.

MORPHOLOGY Orbit 33:exceptionally,capable,capture,acceptance,concept, caption,captivated,acceptable,deception,susceptible;bad choice, bad behavior,bad happening,guide wrong,wrong trial,bad fortune, wrong place,wrong lead or advice. Orbit 34:(optional) con=with,spic=look,ous=full of,ly=in a ...way;ists=those who ;bio=life,ist=one who;geo=earth,ist=one who;photo=light,graph=write or record;spect=look;trans=across,mit=send;tele=from afar, phon=sound;auto=self,script=write. Possible options: incredibly,manipulate,supertransport,convinced,predicted, injected,depends,suppose,malediction.

SYNTAX Orbit 33:yours,he,she,theirs,they,their,me;Who,he,she,us,he, she,he,she;he,he,he. Orbit 34:Has,their,its,knows,goes,sees, his,who,him,its,finds,his.

MISSION GO Orbit 33:Gillespie,J.,Paperbacks,Books for Young People,(1972) (See the library reference section.) Pacemaker Best Sellers. Belmont,California:Fearon-Pitman,(1977)(Adolescent appeal and easy vocabulary.) Stage a Paperback Space Swap or Shuttle Show with students' own paperbacks on space. Orbit 34: American Heritage,History of Flight; Rolfe,Airplanes of the World; Palmer,This Was Air Travel.

PROJECT TASK: *Learn how to judge PRONOUN form in compound parts of sentences.*

In MISSION 32 you learned the PRONOUN forms for their jobs in sentences as possessive (a thing belongs), nominative (as subject or a predicate PRONOUN after a FORM OF BE), and objective (as direct object, indirect object, or object of a preposition). Common mistakes are made in using these forms when they are compound in jobs.

> For example: They threw Andrew and me it's key.
> They is the subject and nominative form. The direct object is what they threw, the key. Two people received the key. Those two people are the indirect objects and objective form, Andrew and me. It's is the contraction for it is. The possessive form of a PRONOUN has no apostrophe, its.

Another test in a sentence with compounds is to leave out one of the compound parts. Often you will know immediately the correct form.

> For example: They threw (me or I) its key.

WRITE THE RIGHT PRONOUN

A special outer space friend is now (yours, your's)_______________. A friend of his and (he, him)_______________have helped you with hard parts of communication in writing. Now they want to hear from you. Here are the questions they sent.

1. Who is that girl combing her hair? Her girlfriend and (she, her)_______________are always talking about career plans of (theirs, there's)_______________. Some other girls and (they, them)_______________were at the library with (their, they're) _______________arms full of paperbacks about space travel. Would they like to come for a visit with my friends and (I, me)_______________?
2. (Who, Whom)_______________are the boy and girl near the pencil sharpener? (Him, He)_______________and (she, her)____________ work hard on the assignments. They have programmed every Word Key Module for (us, we)_______________students of Cosmic Constructions. The winners are (he, him)____________and (her, she)__________. Would (he, him) __________and (she, her) __________like to come with us?
3. Now we have a question for the boy with a cast on his leg. Do his friends and (he, him)__________know that out here it would never happen? (He, Him)__________and his skis would be weightless. What kind of space superstars might (he, him)__________ and his buddies become?

PROJECT TASK: *Perceive, describe, and make capital X and lower case x.*

Capital X begins with a cane stroke which ends in a left curve on the base line. A second rounded-back, three-line downcurve touches the first stroke between the first and second lines. It ends in a curve touching the base line and making a left-hand loop. Trace or copy:

X X X-ray X-ray

Lower case x is an overcurve stroke with a line intersecting it from the first line and slanted left to the base line. Trace or copy:

x x fixed x x excite

Paperbacks

Of all the books in a library, paperbacks capture the widest interest. In their handy racks their mixture of titles can be examined. Their covers are extra exciting. Possible mistakes to one can be fixed without a big fine. They are accepted by every kind of reader.

PROJECT TASK: *Learn the sound / ks / can be represented by x, ks, kes, cks, cc, and cs.*

We often think of the sound / ks / being just x, but x can have other sounds, too, like / z /. We must be careful not to confuse this sound with / k / + / sh / like the word fiction. Make a Sonic Roundup from the words in the model.

SONIC ROUNDUP

/ ks / = x

complex
climax
inexpensive
experiment
exceptionally
expanded
text

____

____

____

____

____

/ ks / = ks

seeks

____

____

/ ks / = kes

makes

____

____

/ ks / = cks

attacks
wrecks

____

____

/ ks / = cc

acceptable
success
accident

____

____

____

/ ks / = cs

critics

____

____

COSMIC CONSTRUCTIONS ORBIT 33 Galaxy 7

PROJECT TASK: *Learn the root* ***cept*** *,* ***cap*** *or* ***capt*** *meaning TAKE or RECEIVE. Learn a prefix meaning BAD or WRONG can be* ***mis-*** *.*

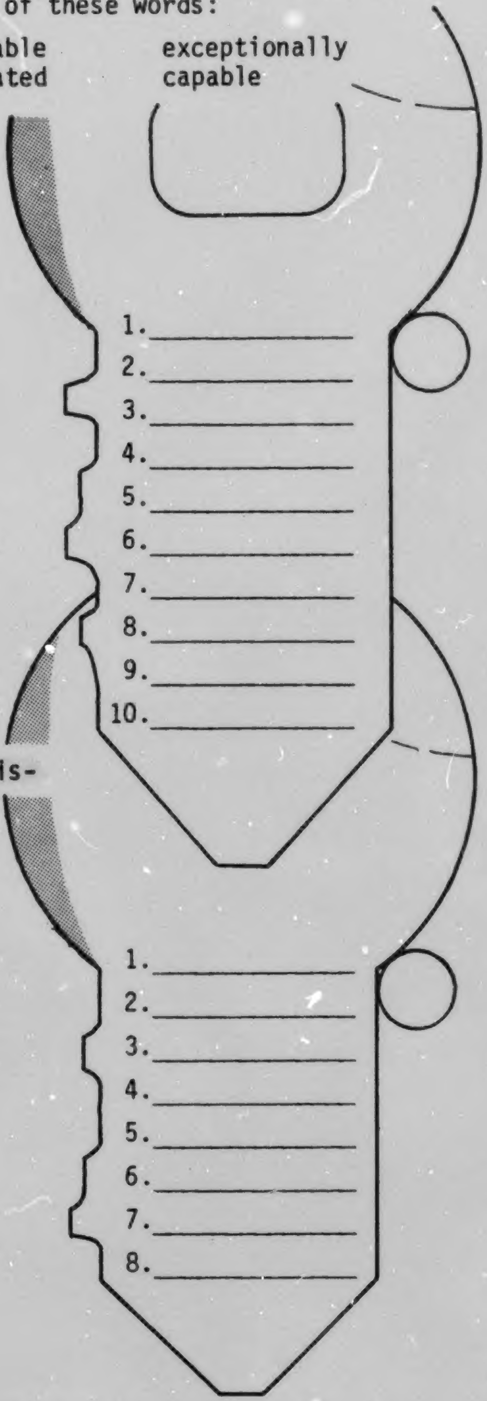
Program the Accumductor for a Word Key Module for the roots meaning TAKE or RECEIVE. Use the clues given to fill in one of these words:

capture
acceptance
deception
susceptible
concept
caption
acceptable
captivated
exceptionally
capable

1. in a manner like the result of the usual thing
2. able to take on a task
3. the act of being taken
4. act of receiving
5. taking ideas together
6. statement for a picture
7. having been taken with full interest
8. able to take to oneself
9. act of taking down from the truth
10. able to be taken under the influence

Write clues for this Word Key Module for mis-

1. mistakes
2. misbehavior
3. mishap
4. misguide
5. mistrial
6. misfortune
7. misplace
8. mislead



PROJECT TASK: *Perceive, describe, and make capital Q and lower case q.*

Capital Q begins with a cane stroke. It makes a small right-hand loop at the base line, intersects the cane, and touches the base line. It continues with an upcurve into the word. Trace or copy:

Q Q Q Quickly Q Q

Lower case q begins like a. It continues the retrace stroke straight to the second line below the base line. It curves right to touch the retrace at the base line before connecting to the next letter. Trace or copy:

q q quite quit quiet q q

Quick History

The Wrights' airplane quickly made twelve seconds of history. It lifted itself queerly about ten feet by its own power. Quite rightly, it gets credit for carrying a man. It flew forward 120 feet without losing speed. The craft quit at a place as high as its takeoff.

PROJECT TASK: *Show that you have learned the ways consonant sounds in English are represented with visual symbols in writing. Show that you can distinguish voiced and unvoiced speech sounds.*

POSTTEST

For each group of visual symbols used in representing an English consonant sound write the sound / / and circle voiced or unvoiced.

b, bb, Cbe	/ /	voiced	unvoiced
d, dd, Cde, ed	/ /	voiced	unvoiced
p, pp, Cpe	/ /	voiced	unvoiced
t, tt, Cte, ed, bt	/ /	voiced	unvoiced
cc, ch, q, qu, que, ck, c, Cke, k	/ /	voiced	unvoiced
gue, gh, gg, g	/ /	voiced	unvoiced
vv, Cve, v	/ /	voiced	unvoiced
gh, ph, Cfe, lf, ft, f, ff	/ /	voiced	unvoiced
th as in (that, gather)	/ /	voiced	unvoiced
th as in (thirteen, think)	/ /	voiced	unvoiced
x, se, s, zz, Cze, z	/ /	voiced	unvoiced
st, sc, ce, c, Cse, ss, s	/ /	voiced	unvoiced
c, s, ssi, ss, ch, ti, ci, sh	/ /	voiced	unvoiced
si, ch, t, tch, ti	/ /	voiced	unvoiced
d, dge, dg, j, Cge, g	/ /	voiced	unvoiced
si, z, ge, s	/ /	voiced	unvoiced
rh, rr, Cre, wr, r	/ /	voiced	unvoiced
ng, n	/ /	voiced	unvoiced
mn, mb, Cme, m, mm	/ /	voiced	unvoiced
cs, ks, x, cks, cc	/ /	voiced	unvoiced
gn, n, nn, Cne, kn	/ /	voiced	unvoiced
o, w (qu)	/ /	voiced	unvoiced
qu	/ /	voiced	unvoiced
wh, h	/ /	voiced	unvoiced
wh	/ /	voiced	unvoiced
l, ll, Cle	/ /	voiced	unvoiced

PROJECT TASK: *Identify the Word Key Modules throughout Galaxy 7.*

In sentences from your reading you will spot word parts you have learned. You will bring to your own expressions many words derived from these parts. In the first five sentences write each part you spot and its meaning. In the last four sentences supply a word appropriate to the context of the sentence from the word parts learned in Galaxy 7.

A conspicuously talented group of 1. con=with 2. ________
space scientists had gathered for the 3. ________ 4. ________
launch. A biologist was trying to discover 5. ________ 6. ________
amino acids in outer space. A geologist 7. ________ 8. ________
hoped for data on radioactive asteroids. 9. ________ 10. ________
A photographer was searching for the 11. ________ 12. ________
infinite spectrum. Their data would be 13. ________ 14. ________
transmitted by telephonic autoscription 15. ________ 16. ________
to the launch base from the Enterprise. 17. ________ 18. ________

An ______________small crew would (cred)
________________the semi-spherical (manu)
________________vehicle. Some observers (super)
were still not ______________ that this (vinc)
was all possible as ________________. (dict)
"What do you think NASA's been doing (ject)
for fifteen years?" a reporter _________. (pend)
"That ______________, I __________ (pos)
on what you mean by doing," retorted the (mal)
observer with ______________in his voice.

201

PROJECT TASK: *Make PRONOUNS agree with their antecedents. If PRONOUNS are subjects, make their VERBS agree with them.*

The Project Task uses the word agree twice. In English we use he, his, and him to refer to male NOUNS and we use she, her, and hers to refer to female NOUNS in the singular. In the plural we use they, their, we, our, theirs, and them. In the following example him refers to Andrew and them to Andrew and his friend: His refers to Andrew.

If Andrew signals, tell him I'm coming.

If Andrew and his friend signal, tell them I'm coming.

Another way to make a PRONOUN agree is using a singular VERB when the PRONOUN is singular or using a plural VERB when the PRONOUN is plural or compound. Remember INDEFINITE PRONOUNS are always singular.

Andrew and his friend like her and me
(compound subject is plural) (VERB like is plural)

Everyone we know in outer space likes us.
(INDEFINITE PRONOUN is singular) (VERB likes is third person singular)

In the following sentences circle correct choices of PRONOUNS and VERBS.

(Have, Has) anyone of you read The Time Trap by Leo P. Kelley? Jeff and Maris have been sent to Planet X-12. Timers on (his, her, their) wrists allow them to travel back in time to study the Planet X-12. It is deserted now because (their, its) inhabitants were killed by insects. Neither Jeff nor Maria (know, knows) that Carl had sneaked aboard and stolen a Timer.

Jeff and Maria press their Timer buttons. Each (go, goes) back 300 years. No one on Planet X-12 (see, sees) them because the Timer makes them invisible. Jeff is photographing art treasures, but (his, their) work is stopped by an attack from Carl, (who, whom) escapes with a pocket of stolen jewels. Maria revives Jeff, goes to get more water, and returns to find (him, them) trapped in the web of a huge spider. It pulls Maria into (his, its) web, too.

Everyone who likes space stories (find, finds) the outcome in The Time Trap to (their, his) liking.

SKYWRITING ORBIT ____
Date________________

Period_____ Galaxy 7
Name____________________

DICTATION

The number shows how many times the word appeared in American Heritage's ***Word Frequency Book*** *(1971) for its sampling of over 5 million words in 17 content areas of grades three through nine.*

about 12496
actually 462
airplane 298
ancestors 123
ancient 512
ankle 40
article 253
autumn 139
average 413
away 3814
awful 106
awhile 47
bleeding 33
book 1453
breathe 204
breathing 204
bridge 270
bubble 60
buildings 886
calendar 66
camera 166
candle 165
carry 940
carrying 421
change 1854
changes 859
chips 42
chocolate 143
coins 161
colonies 265
condition 193
connected 212
contents 67
country 2357
courage 219
cradle 41
credit 100
culture 146
danger 359
death 518
death-like 0
depend 207
design 487
devil 64
dollars 478
doughnut 28
each 14290
edge 817
electrical 191
energy 1190
every 3398
examining 44
example 1939
excited 270
expect 360
extra 284
feature 70
feet 2545
fetch 65
finish 395
first-aid 4
fix 156
foot 849
force 651
foreign 263
forty 153
forward 59
fumble 4
geographic 28
geography 104
giggle 11
giraffe 40
grumbled 25
handle 301
heart 1032
hibernate 23
high 2237
history 726
hold 602
hollow 164
hungry 399
hurricane 74
Indian 1044
injury 51
instruments 656
invention 151
itself 872
just 5858
keen 8
kilometer 9
kingly 9
kitchen 497
language 1041
laughing(ly) 65
leaves 949
length 962
library 276
local 286
loft 31
lose 268
losing 92
lunch
makes 1311
maker 36
mammal 36
maples 14
march 130
March 215
marvelous 56
measure 1056
(meter) 206
metric 57
microphone 27
million 662
miracle 55
miserable 53
mistakes 164
mixture 259
money 1694
Mr. 3748
much 5386
music 2100
musical 466
musicians 87
nature 462
nearly 769
no one (no 8483)
number 6059
one 19976
own 3006
paperbacks 3
pencil 331
pennies 181
penny 134
people 7989
pigeon 44
pitch 273
pitcher 114
pleasure 166
poison 76
poisoning 11
possible 930
power 1065
practices 53
program 296
progress(ed) 228
puzzle 156
quarters 115
queer(ly) 102
quick 394
quickly 1063
quit 69
quite 967
racks 9
rain 938
range 351
reach 648
region 825
remember 1423
reptile 43
rich 584
ring 516
runway(s) 37
sample 128
sandwich 90
sandwiches 126
seconds 239
seventy 47
shaped 204
signal 274
skateboard 0
snack(ers) 27

solar 198
soldiers 512
song 1525
spring 802
sprout 16
standard 242
stomachs 184
stopping 122
stoppage (not)
stormy 40
strange 710
stream 338
strength 354
strong 1140
studio 40
such 4223
supernatural 15
sweep 81
task 181
telephone 284
television 411
title 302
tobacco 172
together 2629
tongue 281
translate 40
transpose 4
treasure 109
tremble 24
trouble 695
tumbles 4
twelve 339
usual 313
usually 1712
value 512
vie (not)
vied 4
viewer 14
watched 687
weather 990
what 17709
wheedle 4
Wheeler 8
when 15886
where 5611
whether 1060
which 14016
while 2837
whole 1886
whipped 59
whiskers 62
will 12646
wind 1336
wisest 20
(wise) 253
wonder 445
wrapping 31
wreath 19
wrecking 10

* *

THE SECOND 100 MOST USED WORDS

Here are the second 100 most frequently used words according to American Heritage's Word Frequency Book (1971) in its sampling of over 5 million words for grades three through nine in 17 content areas. (They are listed in a rank order given them by a mathematical computation based upon how often they were used in all content areas.) THE FIRST 100 ARE ON THE BACK OF THE BASE PAYLOAD FOR MISSIONS 1 - 18.

get 5700
through 5442
back 5862
much 5386
before 5275
go 5388
good 5343
new 5448
write 9856
our 5777
used 5607
me 6180
man 5486
too 5071
any 5023
day 5019
same 5022
right 4815
look 4933
think 4746
also 4647
around 4632
another 4377
came 4914
come 4676
work 4358
three 4413
word 7532
must 4307
because 4207
does 4408
part 4285
even 4225
place 4240
well 4255
such 4223
here 4184
take 4089
why 4147
things 4070
help 3875
put 3942
years 3966
different 3926
away 3814
again 3892
off 3873
went 4132
old 3894
number 6059
great 3855
tell 3815
men 4067
say 3916
small 3555
every 3398
found 3362
still 3421
between 3324
name 3766
should 3470
Mr. 3748
home 3308
big 3476
give 3366
air 3673
line 3293
set 3572
own 3006
under 2987
read 3057
last 3030
never 3115
us 3929
left 2885
end 2961
along 2835
while 2837
might 2824
next 2727
sound 4667
below 3276
saw 2900
something 2761
thought 2835
both 2646
few 2685
those 2647
always 2657
looked 3197
show 2734
large 2777
often 2611
together 2629
asked 2924
house 2705
don't 2881
world 2799
going 2832
want 2655

The number shows how many times the word appeared in American Heritage's *Word Frequency Book (1971) for its sampling of over 5 million words in 17 content areas of grades three through nine. An * means its on the Power Payload.*

abandon 20
ability 250
accent 204
accident 176
accumulate 11
accurate 166
actually 462
administer 8
airmail 15
ancestors 123
ancient 512
anger 108
angle 462
ankle 40
antennas 9
appetite 48
applying 47
area 1403
article 253
artificial 79
autumn 139
average 413
aviation 26
awful 106
awhile 47*
azure 8*
balance 263
bandage 16
Belgium 60
boom 61
branches 345
breathing 204
bubble 60
bugle 48
bundle 97
buried 162
calendar 66
calm 137
candle 165
capable 86
captivating 0
centimeters 66*
century 572
champion 90
changes 859
chemical 376
children's 92
chocolate 143
chuckling 10
civil 81
classics 7
climax 44
collapse 18
colonies 265
communicate 87
complaint 16
concept 89
Congress 370
connected 212
consider 346
consist 70*
continental 59
corrected 64
course 1352
creature 166
crisp 62
critical 44*
crumb 7*
crunchiest
cubic 94*
culture 146
dangerous 308
dependent 68
design 487
designed 192
destruction 55
devil 64
diet 132
difficulty 137
digestion 45
disadvantage 16
dissatisfied 18
dying 108
each 14290
electrical 191
emerge 32
enchanting 7
enclosed 39
energy 1190
enjoy 422
ensemble 12
established 267
European 323
evil 132
examine 190
example 1939
exceptional 12
exceptionally 17
exhibit 46
expeditions 38
experienced 76
experiment 497
expose 11
fetch 65
fifty 306
finish 395
flight 328
floral 3
followed 880
foreign 263
forty 153
forward 59
French 886
fried 61
fumble 4
fury 35
garage 157
general 619
generally 314
gentle 200
giggle 11
grams 29
grumble 8
grumbling 18
guest 94
habitual 7
healthy 140
hearty 41
hedgehog 11
hemisphere 40
herald 7
hibernating 13
hunger 95
hungry 399
hurricane 74
hymn 54
incredible 37
Indian 1044
injection 11
inscribe 10
instrument 386
jazz 108
keen-(sighted) 58
kitchen 497
lair 6
language 1041
length 962
Lindbergh 7
liter 6*
lunar 55
maintain 96
malfunctions 2
manufacturers 50*
maples 14
marvelous 56
mast 41
matchless
mature 42

measure 1056
message 253
metric 57
meters 55*
microphone 27
milestones 4
minutes 819
miserable 53
misguided 2
mixture 259
music 2100
musical 466
musician 52
mystery 121
nature 462
nearly 769
notify 5
observe 349
(one)-fiftieth 7
opposite 591
opposum 16
orchestra 251
original 403
outnumbered 13
outstretched 19
overeat(ing) 2
paddle 62
palm 119
paperbound
particular 406
pencil 331
pennies 181
peril 16
pierce 11
pitch 273
pleasure 166
poisoning 11
politics 67
popular 393
popularity 37
porcupine 27
position 540
possess 38
possible 930
practice 601
prescribe 2
production 227
projected 21
projects 113
promising 36
pressure 499
puzzle 156
question 895
qualified 19
reception 25
recognizes 22
redwood 18
region 825
register 52
remember 1423
represented 242
reserve 25
respiration 41
resuscitation 3
retire 12
rigid 49
sample 128
sandwich 90
Saratoga 7
satisfaction 85
scene 302
scents 9
sentiment 15
service 298
seventy 47
severe 88
shaved 11
shelter 146
shortage 28
signals 178
soar 19
solar 198
spar 13
special 1192
specimen 43
speck 27
square 965
standard 242
strategic 24
strength 354
stretches 89
St. Louis 2
studio 40
successful 236
such 4223
sugar 574
supernatural 15
supersonic 10
supplied 83
surrounding 116
susceptible 11
swallowed 131
swerve 4
switch 119
tangle 26
task 181
tease 28
technique 55
telephone 284
television 411
temperature 766
territory 152
terror 76
textbooks 26
thousands 727
threatened 79
thumb 150
title 302
tobacco 172
tongue 281
tongue 281
tourniquet 2
tradition 66
transfer 61
transferred 56
transform 40
transmitting 14
treasure 109
trek 4
tremble 24
triggered 9
trouble 695
tumbles 4
twenty 387
unfortunately 66
untangle 4
urgently 6
usually 1712
value 512
vie
visible 99
visual 43
watched 687
weapon 62
weather 990
weight 610
wellmount
Wheel(er) 418
whether 1060
whipped 59
whirling 44
Whiskers 62
worst 108
worth 327
worthwhile 26
wrapping 31
wreath 19
wrecking 10
yearly 39

The number shows how many times the word appeared in American Heritage's Word Frequency Book (1971) for its sampling of over 5 million words in 17 content areas of grades three through nine.

abundant 63
accent 204
acceptable 45
acceptance 32
accidental 17
accuracy 50
adequate 44
agitated 16
agricultural 86
agriculture 98
allegiance 21
amateur 39
amendment 12
angel 45
anniversary 25
antique 17
anxious 88
anywhere 200
appendix 6
applause 31
arrangement 145
arrive 136
article 253
attacks 71
awhile 47*
azure 8*
bachelor 9
banquet 21
barrage 6
barrel 86
beware 16
bubble 60
budget 42
bureau 25
campaign 92
cancel 10
capitol 14
Carribean 55
centimeters 66*
challenge 106
championship 22
chastise

chimney 76
chubby 6
circumstances 83
climax 44
clinched 3
coax 5
column 471
commence 5
commencement 4
commit 16
committed 35
complex 206
composition 378
compromise 29
concerning 73
condemn 10
confusion 78
congratulate 8
congratulations 18
conquest 40
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consequently 38
consist 70*
continual 9
continuous 101
cordial 3
cordially 8
correspondence 33
corsage
courageous 35
credit 100
critical 44*
crutches 10
crumb 7*
cubic 94*
currency 19
discharged 13
decision 127
dejected 4
dependable 34
describing 97
deserving 5
determine 266

digestion 45
disadvantage 16
distinct 62
distinction 41
distinguish 74
dodging 11
downwind 3
dwindling 2
dynamite 24
education 294
eligible 8
elsewhere 70
embarrass 7
emerge 32
emergencies 14
encourage 43
energetic 27
eventually 178
everywhere 308
exhibition 18
expansion 70
expectations 11
experience 361
explanation 140
exploration 68
exposure 31
extension 38
exterior 26
external 34
factual 19
farewell 48
fertile 124
filing 126
fortunately 78
frequent 47
frequently 241
fringe 19
garage 157*
generally 314*
generous 54
generalization 13
genial 3
gentlemen 94

genuine 26
genuinely 5
gnawed 17
government 1095
gradually 239
graduate 44
grammar 61
grams 29*
grateful 61
gymnasium 21
habitual 7
halves 69
handkerchief 68
haphazard 5
hatchet 12
headquarters 65
heartily 15
hearty 41
hedgehog 11
hideous 7
historical 86
hoarse 4
horrible 39
hospital 154
humble 42
hurricane 74**
imagination 150
imitate 51
imitation 38
immature 10
immediate 62
incapable 8
inconvenience 4
incredible 37
independence 71
indigestion 2
indulge 5
inevitable 31
inhabitant 7
inherited 37
injection 11
injustice 9
inquiring 10

inscribing 10
installations 8
instinct 45
interval 57
intentions 15
interfere 37
interior 25
intimate 21
invasion 53
irrigation 92
irritated 11
jealous 28
judgement 5
judgment 55
juvenile 19
knight 67
legal 66
legislation 27
leisure 47
liter 6*
logical 58
losing 92
luncheon 31
maelstrom
majesty 9
major 597
maldictions
manipulate 4
mansion 24
manufacturers 50*
masculine 7
maximum 64
meaningless 22
measurements 150
mechanical 131
medicine 202
mentioned 147
messengers 19
meteorologists 18
meters 55*
minimum 59
mirage 5
mischief 29
mischievous 12
miserable 53
missile 43
monopoly 17
mysterious 140
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naturally 159
obliged 17
originally 12
originate 12
overwhelm 4
pajamas 46
pendulous 7
pendulum 24
personalities 15
personally 27
persuade 40
practical 140
practically 110
practicing 73
prejudice 24
prescribing 2
prevention 15
principle 178
privilege 35
Project 46
provisions 34
purchasing 13
qualified 19
qualm
quartet 28
quell
quest 18
quiet 533
quite 967**
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quizzes
quota 12
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refrigerator 107
register 52
registration 7
rehearsal 16
relaxing 9
requirements 63
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restaurant 77
retirement 22
revenue 10
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scratch 96
scribbling 3
shining 269
signature 133
situated 22
sketch 102
solemn 53
somewhat 224
sparkle 15
sparkling 67
square 965*
stature 13
stretch 192
structure 343
subscribing 95
subscribe 8
substantial 31
subterfuge 2
succeed 50
such 4223**
sugar 574*
summon 12
sundae 6
suspend 6
swagger 4
swerve 4*
swindle 2
switching 20
swollen 39
tonsils 2
transferred 56
transformed 40
transforming 12
transition 14
transmitting 14
treasury 18
twenty 387
unsuccessful 24
untangle 4*
unusual 247
unworthy 12
urge 29
urgent 19
useful 430
verge 4
virtually 56
visual 43
wager 8
waitress
waitresses 3
wallet 13
wander 63
warrior 58
welfare 66
weren't 176
whenever 277
whether 1060**
whim 3
whimper 12
whine 13
whirling 44*
whisper 72
whistle 158
whiz 20
wholesale 19
wholly 39
whom 363
wiener 5
willingness 16
worthless 20
wrecks 6
wrench 24
wrestling 10
wretched 21
wrinkled 55

MISSION WRITE for Small Group or Individual Instruction

Galaxy 7 is Grade 7, Galaxy 8 is Grade 8, and MISSION # is week # in the headings.

MONDAY

(1) Introduce the model composition for the MISSION as you would any reading lesson. Open with relevant information or discussion. (Sources are given in TEACHING TAKEOFFS on answer pages every third MISSION under Mission Go.)

(2) Read together the model composition, only after establishing any terms that may be unfamiliar like foe or rites. Present these terms visually in phrases stemming from the information or discussion.

(3) Find the main idea and supporting details in the model composition. Using the hints in Mission Go on the opposite page establish the organizational plan of the model.

(4) Use Sonic Phonics on the left-hand page to identify the sound/symbol pattern featured that MISSION. While saying together the Base Payload words in the list, underline the symbols representing the sound in each word. (For enrichment they may do the same in the Power Payload.)

(5) Underline the Base Payload words (or Liftoff Payload) in the model composition. The Base Payload words will all appear in the first paragraph. (This is the first step in establishing visual association between the word and its meaning in the sentence.)

(6) Transfer the MISSION # of the assigned Payload list to the appropriate semester list on pages 46-51 or 84-89. (This reinforces visual memory.)

(7) Use the Sonic Phonics ORBIT# corresponding to the MISSION# as a worksheet from TEACHING TAKEOFFS. (This gives practice in categorizing and reinforcing visual memory with motor responses. The teacher may add auditory reinforcement by having the student(s) say and trace the word in an imaginary space before writing it in its category.)

(8) Use the Skywriting ORBIT # corresponding to the MISSION # to establish the purpose of the handwriting technique to be reviewed or learned for that week. Request student(s) to say aloud what the exact movements will be either before he does it or as he is doing it. (In Galaxy 7 the Base Payload words may be added to this sheet. In Galaxy 8 the Base Payload words are provided for a model.)

(9) Use the handwritten model of the first paragraph of the composition . It appears on the back of the Skywriting ORBIT # from TEACHING TAKEOFFS. Underline the Base Payload words in the handwritten model. (This reinforces the transfer from visual memory in print to visual memory in cursive handwriting.)

(10) The handwritten model may be traced, copied, or the assigned second or third paragraph of the model added.

(11) The handwritten model may be used again as a self-check in practice or first-trial dictation later in the week.

MISSION WRITE for Small Group or Individual Instruction

TUESDAY

(1) Review the visual associations of the Payload spelling words. Spell the word aloud. Read aloud from his own copied model the sentence in which the word appears. Underline the word. Practice writing the word again. (This may be done individually on a card reader machine.)

(2) Discuss Cosmic Constructions on the page opposite the Payload lists.

(3) Circle the words in the Payload list(s) which contain the prefix, root, and/or suffix. Circle those words which apply the rules for adding these morpheme endings, including plurals and past tense, either as review or to focus on one in particular that week.

(4) Read the sentences from the model in which these words are used. Circle them in the sentences. Discuss the literal meaning from Cosmic Construction and establish how it underlies the connotation of the word in the sentence.

(5) Transfer the MISSION # to the featured prefixes, roots, or suffixes listed in the glossary on page 96 of the student's MISSION WRITE book. (This is another exercise in visual memory as well as a lesson in indexing.)

(6) Use the Cosmic Construction ORBIT # corresponding to the MISSION # from the worksheets in TEACHING TAKEOFFS. Depending upon the difficulty of the worksheet and the level of functioning of the group or individual, do some or all of it together. Some can complete it in pairs, in competition, or as homework.

(7) Review again the Mission Go suggestions for those who are ready to do independent writing, if it is nothing more than to write a good topic sentence. Determine individual assignments in relation to the model and topic.

(8) Chart in the student's individual record page(s) at the back of his MISSION WRITE book his performance of mastery for the Skywriting and Sonic Phonics ORBITS done Monday or completed for homework.

(9) Individuals are working on writing the topic sentence for independent writing or for dictation.

MISSION WRITE for Small Group or Individual Instruction

WEDNESDAY

(1) Review the words from the Cosmic Constructions ORBIT worksheet completed Tuesday or assigned as homework. Chart performance on the student record page 92 for that MISSION #.

(2) Utilize a Master Word Station bulletin board activity based on page 6-7 of MISSION WRITE for audio-visual-motor manipulation of prefixes, roots, suffixes, and the rules of orthography. A Word Key Module (page 142 of TEACHING TAKEOFFS and a counterpart on the bulletin board) groups in an activity a family of words with a common morphemic element.

(3) As the above activities are accomplished,write phrases using these words in a context suggested for the independent writing or in the context used in the model composition.

(4) Introduce and do as much of the Satellite Sentence Systems ORBIT as appears appropriate for the group or individual. (Some students are not yet ready for formal sentence analysis. Other students can benefit from an awareness and oral practice on the infinite varieties of word order and the meaning they create.(The ORBIT worksheet from TEACHING TAKEOFFS can focus the teaching or it can become a performance activity.)

(5) Elicit from the individuals who are writing independent compositions (paragraphs, sentences) their topic sentence. Allow each to tell orally ideas which will develop his topic sentence(s). Point out ways the ideas can bring unity to the paragraph development by the way it links to the key idea. (Perhaps each week a different individual's plan will be suggested in this way through a group activity.)

(6) Those not writing independently can still profit from the oral analysis being done in Item 5. If there are those who cannot so profit, they may need to practice on the card reader or begin a trial dictation from a cassette recording or a sound-page recording of the first paragraph of the model.

(7) Supervise independent writing and practice for dictation.

THURSDAY

(1) A trial dictation on the assigned portions of the model composition may be given so that those who have it mastered need not take it again and those who do not have it mastered can identify the parts needing further practice.

(2) In giving dictation read an entire sentence for meaning. Re-read it for short phrases allowing ample time for performance and insisting on no one, including the teacher, talking because many students have difficulty processing and performing at the same time.

(3) Proofread the dictation.

(4) Proofread the independent writing by individuals reading aloud their rough drafts to the class or into a tape for playback, by reading together in pairs or with peer tutors, by reading aloud and proofing one in a class activity with an opaque projector, or by thermofaxing and copying one for a group activity. (Review the skills featured on Monday, Tuesday, and Wednesday.)

(5) Prepare final, corrected, carefully written drafts of the independent writing.

FRIDAY

(1) Give the final dictation on assigned portions of the model. (A sound-page machine in one excellent way for individuals who process slowly or who have difficulty focusing attention to be allowed to function at their own rates by using the machine to take the dictation.)

(2) Independent writings may be further shared with the group either orally or by making a large composition of a class newspaper's front page with them. At other times a booklet of essays on a topic may be compiled and taken home.

(3) Testing on the retention of vocabulary and sentence patterns can be done.

(4) Complete the performance records on pages 90-94 of the student's record book.

(5) Transfer the documentation from the record pages to required forms for showing the performance in relation to the goals set by the Individual Educational Plan. (Write I.E.P.'s specifically with reference to the five levels of expressive written language so that instruction, student performance, and evaluation contain the same goals.)

MANEUVERING

with

MISSION WRITE

(PLACEMENT SURVEYS & SAMPLE LESSON PLAN)

LUCY KRABBE BERARDI

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Galaxy 7 or Galaxy 8
Student Editions

GETTING STARTED IN MISSION WRITE

How do I start? That's a natural question for any teacher. Start MISSION WRITE by informal but purposeful paper and writing surveys. They can tell you what you need to know about the students you will be teaching. The first day of class distribute blank paper or large file cards. Tell students that you need to know some things about them and they need to know some things about you so you can work together. (Their names on school records is a good place to start.) Say that from time to time you will be giving these sheets back to them for more information than you will find necessary today. Ask them to write in ink using cursive handwriting. For those without pens accept pencils because that in itself tells you how prepared the student was for the first days of school. For those who object to cursive handwriting, say that if they have never learned to do it to use their normal writing. Tell them to place their name as it appears on school records in the upper right hand corner about a half an inch from the edges of the paper. Ask them to put the name of their parent or guardian under their name and have them write on the left side the name they wish to use in class and on papers.

ESTABLISHING A COMMON GOAL

Tell students to turn the paper over. Tell them that you have a legal name, too, under which you vote or are employed. Write it on the board (unless you object to disclosing your full name). Ask them to write it in the upper right hand corner. Tell them that you, too, have a name you request they use on papers and in reference to you at school. Write it on the board and have them write it in the upper left hand corner. Students who simply cannot follow oral directions will become apparent. Students with attitudinal problems will stand out. Students who are generally cooperative and serious about doing their best will also be noticeable. This exercise is not intended to draw attention to negative responses, so just make a note of your observations. Ask them to write a statement to tell you the one thing they most want you to understand about their work in English class. While they are writing, you write your statement on the board. It might be: I earnestly want each of you to improve your skills in thinking, speaking, listening, reading, and writing by letting me help you and by helping each other.

Tell students to turn the papers back to the side with their name. Ask them to write another statement about what they think the purpose of the class is for them. Some may not be able to respond at all in writing. Others will parrot what you have written on the board. Some will write from their own thought patterns. You are beginning to perceive the range of individual differences in the class. Discuss their responses.

Have them ask themselves if the purpose they just wrote is closely connected to the confidential statement they made to you. Point out that your purpose for teaching is closely related to the statement you wrote on the board. Collect their cards or papers for your individual student file of spontaneous writing samples. Such a file is one of your validations of progress.

ASSESSING STUDENT PERFORMANCE

MISSION WRITE encourages ongoing informal diagnosis by the classroom teacher, for it is the teacher who is expected to achieve a change in performance in the skills of students. Your school may have a formal diagnostic program set, or you yourself may have devised one. Nevertheless, your first MISSION WRITE sampling hints about each student's degree of proficiency at these levels of language:

1. Sensory Motor: Could the student process your oral directions adequately enough to understand the request? Could he perceive and place responses in the areas requested? Could he copy from the board? Did he have mastery of top, bottom, left, and right? Could he perform in cursive handwriting?
2. Phonologic: Can the student spell the words he needs to express himself?
3. Morphologic: Does the student have a vocabulary sufficient to express himself?
4. Syntactic: Can the student write in complete sentences and thought patterns? Does he respond in fragments or run-ons? Can he express himself in writing in some form?
5. Cognitive: Does the student perceive the question? Does he respond to the main idea? Does he make his own point of the idea?

Be ready to report to the next class session some kind of tabulation from the statements without revealing individual confidences. For example, say how many mentioned they needed help in learning to write, or to spell. Tell them that you have a new program which will help them as students and you as a teacher achieve these purposes you have defined. Tell the class that individuals are going to work on those skills which they feel the greatest need to learn. There will be times when the class will be working in groups at different tasks. Say also, though, that they are going to be helping each other, so there must be times when the class works as a unit or in pairs. Remind them that when individuals want to practice or write, they must be able to work quietly alone.

The following Initial Diagnostic Placement Surveys for Grade 7 and Grade 8 sample the skills listed in the sequences on pages 4 and 5 of TEACHING TAKEOFFS. The Surveys help you identify students with special language difficulties. Seek help for these students from the psychologist or resource specialist who can do further diagnosis and determine remedial techniques. The Surveys will help you place students initially in materials where they can succeed. (Read the Teacher's Checklist on page 9 or 10 before giving the Survey. As your knowledge of the student and the program expands, you will be able to alternate among levels and add your own materials to fit the strengths and weaknesses of each student.

Administering The Initial Diagnostic Placement Survey

I am giving you a paper with an empty space and some completion items at the bottom. Place your name and date on the lines labeled. The terms at the bottom of the page will help me know more about your understanding of our language. You will be given time to answer them at the end of the dictation I am going to give you. The dictation will tell me more about your writing skills. In the empty space you will now write a paragraph. I will read all of the paragraph to you. Do not try to write anything, but just listen to the meaning. I will read each sentence a second time. After each sentence I will read it phrase by phrase and give you time to write each phrase. Now Listen. (Read the appropriate paragraph, enunciating carefully and reading slowly.) Now I will re-read each sentence and then read it again by phrases so that you can write. Please use ink and write in cursive handwriting. (After the dictation, give students time to proofread and identify the completion answers.)

Grade 7

The history of flight is being written right now! The newest starships are space shuttles. The first from its planned family of five will be boosted into orbit in 1980. It will perform partly like an airplane, partly like a glider, and partly like a cargo dock. The space shuttle will land and will pick up more payloads. Companies have already reserved all of the first shuttle's cargo bay for their experiments.

Grade 8

Steadily emerging, our Space Age reigns as one of man's greatest achievements. Within eight decades we have outfitted ourselves not only to fly but to soar into outer space. We have taken many giant steps advancing from the Wrights' airplane to a cargo dock orbiting earth. Beholding this drama, which has been occurring right before us, staggers our imaginations.

DATE 10/9/78

NAME

IL

Dictation 7

The history
The hestery of flight is being
written now.
ritin right nay. The new
nawest
starships are ~~spac~~ space shuttles
shutle. The
from
first frome it's planned family
~~band~~ famly of five
be boosted
in to orbit in 1980. It will
perform
erfoma ~~a~~ partly
rely like an airplane

DATE June 4, 1979

NAME

Dictation 7

The history of flight is being * written * right now. The newest star ships are space shuttles. The first from its pland family of five will be boosted into orbit in 1980. It will preform partly like an airplane, partly ~~to~~ like a glider, and partly like a cargo dock. The space shuttle will land and will pick up more paylodes. Co C have (ar) allready reserved all of the ~~(spa)~~ first * shuttle's cargo bay for their ~~(experisess)~~ experiments.

3/30/79

Coin Collecting.

5 Coin Collecting is fun... I have a coin collection my self. I have a coin that is about 200 years old. I have a Switzerland coin that is dated 1894 and a Hawaiian coin that is about 1964. My coins are so valuable that I have some of my coins in the Saftey (~~safty~~) deposit box. I got some of my coins from a coin show. Coin collecting can be a life-time hobby.

if he can't write,

write **W.R.I.T.E.**

DATE__________________ NAME________________________

Dictation 7

(In the dictation you have just written find the words performing the following functions in sentences:)

NOUNS as Subjects: ____________ ____________ ____________ ____________

NOUNS as a Direct Object in the fifth sentence: ______________________

NOUNS as the Object of a Preposition in the first sentence: ______________

NOUN as a Complement or Predicate NOUN: ______________________________

ADJECTIVES in the last sentence: ____________________________________

ADJECTIVES in the Superlative Form: __________________________________

TRANSITIVE ACTIVE VERBS: ____

TRANSITIVE PASSIVE VERBS: ____

INTRANSITIVE VERBS: ____

FORM OF BE VERB: ____

ADVERBS: ____

Future Tense VERBS: ____

Present Perfect Tense VERB: ____

Present Progressive Tense Passive VERB: _____________________________

Future Tense Passive VERB: ____

Singular Possessive PRONOUN: ____

Plural Possessive PRONOUN: ____

Compound VERBS: ____

DATE ____________________ NAME __________________________

Dictation 8

(For the dictation you have just finished write the words which perform these functions:)

NOUNS in the first sentence: ______________________________

ADJECTIVE in the first sentence: ______________________________

ADVERB in the first sentence: ______________________________

The Subject for the VERB in the first sentence: ______________________________

The VERB for the Subject beholding: ______________________________

A Prepositional Phrase in the second sentence: ______________________________

VERB in the Present Perfect Progressive Tense: ______________________________

Indefinite PRONOUN: ______________________________

PRONOUN in the Nominative Form: ______________________________

PRONOUN in the Objective Form: ______________________________

Relative PRONOUN: ______________________________

Subordinate Clause: ______________________________

Participle: ______________________________

Participle Phrase: ______________________________

Infinitives (two, compound): ______________________________

Gerund: ____________________ Gerund Phrase: ____________________

Correlative Conjunctions: ______________________________

Metaphors: ______________________________

Teacher's Checklist for Basic Writing Skills Record 7th (8th on p. 10)

Mark with a positive symbol all of the skills in which proficiency is shown. The first twelve items constitute proficiency at or beyond the BASE level. The second eight items constitute proficiency at or beyond the LIFTOFF level. The last items constitute proficiency at or beyond the POWER level. This checklist can be easily matched to the Record page you are making for each student. Some require your observations.

___ attends to a task and is not easily distracted (often handicapped can't)
___ writes in ink (often ink is a genuine frustration to the handicapped)
___ writes in clear cursive (if unable, discover why)
___ perceives placement on paper (margins, keeping horizontal, size)
___ understands the sentence dictated (where meaning is not processed, why?)
___ remembers the phrase (auditory memory or mechanics of writing distracts)
___ requires little time to recall spellings (Some process slowly. Some must write several choices to verify spellings.)
___ tolerates frustration (Many erasures, requests to repeat end in giving up, acting-out.)
___ indents for paragraphs, allows for margins (spatial relations)
___ begins sentences with capital letters (visual memory)
___ ends sentences with appropriate marks (visual memory)
___ avoids spelling phonetically only (the visual image may escape)
___ forms plurals: starships, shuttles, payloads, companies
___ writes possessive PRONOUNS correctly: its, their
___ encodes basic syllable patterns accurately: history, written, shuttles
___ changes y to i: companies
___ drops a final e: glider, reserved
___ doubles the final consonant: planned
___ places commas in a series: airplane,...glider,...dock.
___ forms possessive singular NOUN: shuttle's
identifies:
___ NOUNS as Subjects: history, first, space shuttle, Companies
___ NOUN as Direct Object in the fifth sentence: payloads
___ NOUN as Object of a Preposition in the first sentence: flight
___ NOUN as a Complement: space shuttles
___ ADJECTIVE in last sentence: first, cargo
___ Superlative form of ADJECTIVE: newest
___ TRANSITIVE ACTIVE VERBS: will pick up, have reserved
___ TRANSITIVE PASSIVE VERBS: is being written, will be boosted
___ INTRANSITIVE VERBS: will perform, will land
___ FORM OF BE VERB: are
___ ADVERBS: right, now, already, partly
___ Future Tense VERBS: will perform, will land, will be boosted, will pick up
___ Present Perfect Tense VERB: have reserved
___ Present Progressive Tense Passive VERB: is being written
___ Future Tense Passive VERB: will be boosted
___ Singular Possessive PRONOUN: its
___ Plural Possessive PRONOUN: their
___ Compound VERBS: will land and will pick up

Teacher's Checklist for Basic Writing Skills Record 8th (7th on p. 9)

Mark in positive symbols all of the skills in which proficiency is shown. The first twelve items constitute a proficiency at or beyond the BASE level. The second eight items constitute a proficiency at or beyond the LIFTOFF level. The last items require a proficiency at or beyond the POWER level. Match these clues with your observations and the response to complete the Record page for the student.

___ attends to a task, not easily distracted (Often handicapped can't do this.)
___ writes in ink (this may be genuine frustration to some handicapped)
___ writes in clear cursive (if truly unable, discover why)
___ perceives placement on paper (margins, horizontal lines, size)
___ understands the sentence dictated (if meaning is not processed, why?)
___ remembers the phrase (Do auditory memory or mechanics of writing distract?)
___ requires little time to recall spellings (Some process slowly. Some write several choices to verify spelling.)
___ tolerates frustration (Many erasures, requests to repeat end in giving up or acting out.)
___ indents for paragraphs, allows for margins (spatial relations)
___ begins sentences with capital letters (visual perception or memory)
___ ends sentences with appropriate mark (processing meaning, visual memory)
___ avoids spelling phonetically only (visual memory allows image to escape)
___ spells the right homonym: eight, soar, reigns
___ spells / ā / correctly in: space, eight, reigns, great, decade, imaginations
___ spells all but two words correctly (analyze kinds of spelling mistakes)
___ changes y to i when needed: steadily
___ drops the final e when needed: emerging, achievements, advancing
___ doubles the final consonant when needed: outfitted, (orbiting), occurring
___ spells ie-ei words: reigns, eight, achievements
___ begins a name with a capital letter: Wrights'
___ begins a historical period with a capital letter: Space Age
___ places commas when needed in an introductory phrase: emerging,
identifies
___ NOUNS in the first sentence: Spage Age, man, achievements
___ ADJECTIVE in the first sentence: great
___ ADVERB in the first sentence: Steadily
___ Subject in the first sentence: Space Age
___ VERB for beholding: staggers
___ Prepositional Phrase in the second sentence: Within...decades, into...space.
___ VERB in the Present Perfect Progressive Tense: has been occurring
___ Indefinite PRONOUN: one
___ PRONOUN in the Nominative Form: we
___ PRONOUN in the Objective Form: us, ourselves
___ Relative PRONOUN: which
___ Subordinate Clause: which...us
___ Participle: advancing, orbiting
___ Participle Phrase: advancing...earth; Steadily emerging
___ Infinitives (two, compound): to fly, to soar
___ Gerund: beholding
___ Gerund Phrase: beholding this drama
___ Correlative Conjunctions: not only, but
___ Metaphors: giant steps, cargo dock, drama

DATE____________________ NAME_________________________

Basic Writing Skills Record for 7th

____ attends and is not distracted
____ writes in ink
____ writes in cursive handwriting
____ perceives placement on paper
____ understands the sentence
____ remembers the phrase
____ requires little time to recall spellings
____ tolerates frustration
____ indents for the paragraph, allows for margins
____ begins sentences with a capital letter
____ ends sentences with appropriate mark
____ avoids spelling phonetically only
____ forms plurals
____ writes possessive PRONOUNS correctly
____ encodes basic syllable patterns correctly in sequence
____ changes y to i when required
____ drops the final e when required
____ doubles the final consonant when required
____ places commas in a series
____ forms possessive singular NOUN

Identifies:

____ NOUNS as Subjects
____ NOUN as Direct Object
____ NOUN as Object of a Preposition
____ NOUN as a Complement or Predicate NOUN
____ ADJECTIVES
____ ADJECTIVES in Superlative Form
____ TRANSITIVE ACTIVE VERBS
____ TRANSITIVE PASSIVE VERBS
____ INTRANSITIVE VERBS
____ FORM OF BE VERB
____ ADVERBS
____ Future Tense VERBS
____ Present Perfect Tense VERB
____ Present Progressive Tense Passive VERB
____ Future Tense Passive VERB
____ Singular Possessive PRONOUN
____ Plural Possessive PRONOUN
____ Compound VERBS

DATE____________________ NAME__________________________

Basic Writing Skills Record for 8th

____ attends to the task and is not easily distracted
____ writes in ink
____ writes in cursive handwriting
____ perceives placement on paper
____ understands the spoken sentence
____ remembers the phrase to write
____ requires little time to recall spellings
____ tolerates frustration
____ indents for the paragraph, allows for margins
____ begins sentences with a capital letter
____ ends sentences with appropriate mark
____ avoids spelling phonetically only
____ spells the right homonym
____ spells the sound / ā / correctly in its different patterns
____ spells all but 2 words correctly
____ changes y to i when needed
____ drops the final e when needed
____ doubles the final consonant when needed
____ spells ie-ei words correctly
____ begins a name with a capital letter
____ begins a historical period with a capital letter
____ places commas where needed for introductory phrases

Identifies:

____ NOUNS
____ ADJECTIVE
____ ADVERB
____ Subject for a VERB
____ VERB for a Subject
____ Prepositional Phrase
____ Present Perfect Progressive Tense VERB
____ Indefinite PRONOUN
____ PRONOUN in the Nominative Form
____ PRONOUN in the Objective Form
____ Relative PRONOUN
____ Subordinate Clause
____ Participle
____ Participle Phrase
____ Infinitive
____ Gerund
____ Correlative Conjunctions
____ Metaphors

GROUPING

MISSION WRITE conceives of students working in two different kinds of groupings. One kind is in non-leveled crews so that students can share their abilities and learn from each other. Sometimes even peer tutoring is necessary. To prepare for this kind of grouping do a sociometric survey. Small groups of three to five can be set up voluntarily until you have time to determine the best assignment to crews and until students have an opportunity to know each other. To make a sociometric survey return the card used the first day of class. Ask students to turn to the side with your name. (This is the side you are reserving for confidential information.) Ask them to complete these three sentences with names from class: (1) In this class I would help _____,_____,_____. (2) In this class I would accept help from _____,______, _____. (3) In this class I would not want to work with _______,_______, _______. Chart a sociogram or devise your way to establish choices and rejections, clusters and isolates. Place each student in a group with at least one person he chose. For peer tutoring, when the choice is not mutual, talk to the two students beforehand. When you announce the crews, be sure to explain that you have done your best to heed the information they shared.

A second kind of grouping stems from your initial skills assessment for each student. This kind of grouping sets an anticipated performance level. MISSION WRITE calls these BASE, LIFTOFF, and POWER levels, but readily urges that divisions remain flexible for each student. The POWER level is expected to have or to achieve mastery in the five levels of language and produce well-planned and correctly written compositions. The LIFTOFF level is expected to master spelling, use the word study, learn much of the sentence study, and write original sentences about a main idea. The BASE level is expected to master the sound-symbol relationships to the degree that they can use the BASE level spelling words in one or two sentences about a main idea. This level is expected to write a studied paragraph from dictation to master the integration of skills required for writing.

GETTING THE CLASS INTO THE BOOKS

The Placement Survey's dictation may have elicited comments about the Space Shuttle. If it did, refer to those comments and encourage a discussion about it now. The booklet Space Shuttle available from any National Aeronautics and Space Administration center would be helpful. Distribute

MISSION WRITE 7 or 8. Read the Welcome. Discuss the diagram and draw attention to Shuttle, Orbiter, Cargo Bay, Shuttle Arm, Payload, Crew Module, Mission Specialist's Station because those terms are used in MISSION WRITE. See the Glossary on page 21 of this manual. Help students grasp that this writing program is compared to a Space Shuttle mission. Read with the students in the MISSION WRITE books the introduction by Andrew WRITE. (A MISSION is a week's set of lessons. As a result of the Placement Survey make assignments to levels unobtrusively while students are occupied in the activity described next.)

THE FIRST DAY ON A MISSION

Ask students to respond to a leading question about the general topic of the MISSION composition. For example, you might ask if they think skateboarding is safe. Read with them the LIFTOFF Payload, the middle list of spelling words, and discuss briefly the words they do not know. Tell them that all of these words are in the composition below. When using the books the first time, turn their attention to SONIC PHONICS on the left. Tell students that most of the words in the BASE Payload have this sound and that the first paragraph uses these words. Tell the students that the sound is also used in the words in the POWER Payload and that many of them are used in the composition, too. Read the COSMIC CONSTRUCTIONS section and relate it specifically to the representative words in the lists and the diagram.

Students now join their non-leveled crews. Tell them to read the composition to each other, making certain all get a turn. Tell them to discuss and agree to (1) which main idea statement is the theme statement, (2) what the main idea sentence is in each paragraph, and (3) the important details which support both. While students read, circulate and mark their book for the level to which you are assigning or re-assigning them. You may join a crew so that isolates will not be left out, or you may read it to or with certain students. Re-convene the larger group for sharing the decisions of the crew discussions. Reach a general agreement on the questions posed. Draw attention to the MISSION GO section on the opposite page. Remind them that a theme statement answers the question: What one thing do I want to say about this? Using the topic suggested, or one of their own choosing (see page 22 of this manual), assign for the next day written main idea statements. You may require one from the BASE level, three from the LIFTOFF level, and five from the POWER level. Tell the students that for the rest of the period the crews will be working together on their main idea statements, basic skills review sheets, or word family lists.

WORD CONSTRUCTIONS

The first 16 MISSIONS of grade seven cover in reproducible worksheets the basic spelling rules, NOUN plurals, and the concept of large words often being the result of word part hook-ups. After MISSION 16 the rest of the seventh grade and all of the eighth grade materials center on vocabulary development by manipulating prefixes, roots, and suffixes. These constructions form word families like the earth and other planets around our sun. Tell students to think up a word family around the word part or parts being featured that MISSION. A display of the Master Word Station and the Word Key Modules made on previous MISSIONS motivates thinking. A reproducible model of a Word Key Module is on page 142 of TEACHING TAKEOFFS. Follow up their opportunity to think for themselves by later sharing and posting the products. Finally, use the ORBIT worksheet on these word parts to review or re-teach those who had difficulty. Allow for some flexibility on how much each student is expected to do from MISSION to MISSION. Permit crews to exchange ideas and help each other.

TIME FOR THE BASE LEVEL

In preparation for working with those who need phonetic training, use the answer sheet on page 191 of TEACHING TAKEOFFS 7 and the Posttest on page 199 to construct a reference for yourself of the consonant sounds and their spellings. Use TEACHING TAKEOFFS 8, page 27, for a ready reference of all of the vowel sounds in MISSION WRITE. You may wish to record the variant spellings as vowel sounds are studied in each lesson.

When the crews begin work on the word constructions, meet with the BASE level students. Refer to the SONIC PHONICS review in the student book again. Tell them to watch your mouth carefully while you say the BASE words. Repeat how the sound is made. Help them describe orally what happens to the lips, the mouth, the tongue, the air flow, and the voice box. Locate the sound in each of the BASE words listed. Re-read the first paragraph, underlining the letters in each instance where the sound appears. Categorize how it is spelled. By the end of the period each of these students has demonstrated a fluent reading of the printed first paragraph. Teach them the word construction patterns which the others are working on. Coach them to be prepared to contribute to the next day's class activity. Help them start to think of one sentence on the MISSION topic using the words in the list. It may be original or it may be from the paragraph. The goal for this session is accurate auditory and visual perception of the words, correct speech patterns, and fluent reading with comprehension. A second session transfers these skills to a visual-motor performance described in Integrating Multisensory Skills on page 17.

THE SECOND DAY

Start by asking someone to state the rule or a fact from the lesson on word constructions if you are working with seventh graders in the first 16 lessons. If you are beyond that point, ask for someone to demonstrate a word manipulation to produce one of the list words. Watch for a volunteer from your BASE level. Ask for the responses from independent effort on the Word Key Modules by the crews. Have students demonstrate at your direction the parts developed on the COSMIC CONSTRUCTIONS ORBIT worksheet for that MISSION. Now give these worksheets to students, and allow the crews to work together on them.

Pull out the POWER level students to work with you. Check on their five main idea statements. Discuss which ones make good main idea statements. Find statements that can be supported by details which students know or can find. Select theme statements and main ideas for supporting paragraphs to the theme statement. Identify where words from the POWER list could be used. Find instances in their statements where the word parts were or could be used. Tell them to spend the time now to begin a composition. Have them label their five statements by showing which is the theme statement, which will be discarded, and which will structure supporting paragraphs. You may or may not decide to hold them responsible for the COSMIC CONSTRUCTIONS worksheet.

Back at the BASE level now, you pull out those students who need special re-teaching of the phonetic elements. Work with this group on the sound pattern by letting the SONIC PHONICS ORBIT worksheet for the MISSION help you. Direct them in recording their performance in it on page 91 of their book. Re-shuffle to a grouping that needs multi-sensory training and instruction in cursive handwriting.

INTEGRATING MULTI-SENSORY SKILLS

The SKYWRITING ORBIT worksheets will help you structure the instruction. A few simple terms are established for describing the strokes in cursive handwriting on page 67 in TEACHING TAKEOFFS 7. Prior to that lesson use simply down, around, up, and straight with left and right if they are not too confusing to a particular student. After page 67 the terms will be useful and double as memory training. Most important is that the student visualize accurately what he expects his muscles to do. Saying aloud the tracking as he does it reinforces the visual perception and memory. He may track in the air with his arm and hand or on a rough surface with his finger before using a pen. Allow him to use as large a space as his muscle coordination requires. As soon as the letter shape for that MISSION is established, transfer to the BASE list words. Concentrate on the letters that produce the sound studied under SONIC PHONICS when writing the words. Have the student say the letters aloud as he writes the word as soon as he is able to combine the two processes. The cursive model of the paragraph for the BASE level is used on the second day to establish transfer from printed material to handwritten. Have the students read it. Isolate the words that appear on the BASE list. Underline again here the letters which represent the sound element for the MISSION. Have the student copy the paragraph as a last activity in preparation for a first-run dictation the third day. Establish with the student his independent goal to master the COUNTDOWN words on page 95 of his book and 200 of the 400 most frequently used words listed in the BASE Payload semester list. Many students have succeeded in this by using cards with the words set up for a card reader machine to focus drill.

To conclude the period or begin the period the next day, assemble the group to check their work on the COSMIC CONSTRUCTIONS worksheet assigned earlier. You may make this task homework. The group working at the BASE level on tracking may have finished only what you did with them the first day. When it is reviewed, record student performance on page 92 of their MISSION WRITE. Write a note on the record page for those who had other tasks assigned.

THE THIRD DAY OF A MISSION

Read with the class the summary in their books under SATELLITE SENTENCE SYSTEMS. Isolate the structures discussed in the paragraphs of the model, channeling responses about the first paragraph to the BASE level. The worksheet which accompanies the MISSION details more fully the element of grammar. Provide oral review with attention to the composition examples. On the same paper for their main idea statements, ask that they choose one which could be revised with that grammatical feature for this MISSION and rewrite it. Share some of the products and discuss their effectiveness. Tell them that their papers with main idea statements will accompany the final composition or dictation when turned in the following day. Distribute the SATELLITE SENTENCE SYSTEMS worksheet for independent completion.

Assemble the BASE level and any from the LIFTOFF level who are writing dictation rather than original compositions. Give the composition by dictation using the same procedure as you did for the Placement Survey. In TEACHING TAKEOFFS a reproducible sample form for dictation is on page 202. A few of the BASE level students may perform slowly. They may need an aide or peer tutor to work with them. They may take the dictation from a taped script. Tell students to read the written dictation to themselves and proofread for errors. By counting all words, capitals, punctuation marks, and indenting you can work out a percentage accurate to record in their MISSION WRITE books on page 94. While checking is proceeding, students can (1) test each other on the spelling words in their respective lists for re-testing, (2) prepare their main idea sentences to hand in with the dictation or composition, and (3) finish the SATELLITE SENTENCE SYSTEMS worksheet to a point appropriate for them.

THE FOURTH DAY IN A MISSION

Begin with a total class activity of checking the SATELLITE SENTENCE SYSTEMS worksheet. Some from the BASE level may not be expected to complete all of it. At this point you know those who can now read the sentence examples taken from the first paragraph of the model. Expect all who are writing compositions to perform on sentence study worksheets. Determine their percentage of accuracy and record it on page 93 of MISSION WRITE books. On each of the record pages a space is allowed to explain missing scores with a note. Announce that compositions and accompanying main idea sheets will be due together at the end of the period. Allow those writing original compositions to work independently.

Those not writing compositions assemble with you. Re-test the dictation for any who did not perform eighty per cent or better on their first trial. Those who did, write their best main idea sentence into a paragraph using words from the lists, word constructions performed that MISSION, and, when appropriate, the grammar pattern studied.

Since reading compositions is your heaviest out-of-class chore, make your plans staggered so that not more than two classes will be turning in compositions on any one day. Limit your specific skills checking to those skills empasized that week.

THE LAST DAY OF A MISSION

Distribute the written compositions among the LIFTOFF and BASE levels who performed by dictation and are finished. While they are reading these, the POWER level and those of the LIFTOFF who wrote compositions may be given a short teacher-constructed quiz with a sentence or two from the model for spelling, punctuation, and samples of the skills activities.

Pair or group according to the student or students who are reading compositions and those who wrote them. Have some read to the class by a reader. Have others read by the author. Ask those who wrote only sentences to compare their main idea statements with some that are being read. Evaluate the compositions by the assignment in MISSION GO. Record performance scores on page 94 of MISSION WRITE.

EXTENDING MISSION GO

For students who have the skills to cope with the task, have available for browsing the sources recommended for each MISSION. You will find these related books in TEACHING TAKEOFFS on the answer sheets every third MISSION under MISSION GO. Your own school librarian, students themselves, and the public libraries will have others. The information these students can incidentally gather and bring will benefit them, you, and classmates who must spend time on basic skills.

The frequency number assigned by the Word Frequency Book has purposefully been supplied on alphabetized semester lists. (1) You may choose those most frequently used words for reviews. (2) You may refer groups working on word families to the lists. (3) You may identify in the lists words with specific sound elements or visual representations of a given sound. (4) You may devise inference-type questions based on the frequency numbers. For example, list male terms and female terms. Does one set have a greater incidence than the other? Does a base word or one of its derivations usually have a greater frequency? (5) You may encourage students to set up hypotheses to test with the data. (6) You have in the four semester lists a compilation of the 400 most used words in student textbooks from grades three through nine. (7) You can teach students alphabetizing and/or the first step in constructing an index by listing the page or MISSION number weekly by the words.

RETROSPECT

You teach because you delight in success---that of your students and your own. MISSION WRITE needs to know wherein it has been successful, how it could be more useful, and in what ways it failed in its design for the classroom teacher. Write to MISSION WRITE.

GLOSSARY

Accumductor: computer which programs derivatives (word families).

Andrew WRITE: Space Age peer who escorts students through lessons.

Androidic Asteroid Antics: spelling rules.

Annie Android: Space Age peer who specializes in language patterns.

Asteroid Letter Drop: dock for letters needed in applying spelling rules.

BASE Payload: basic spelling list weekly centering around a speech sound.

Cargo Bay: transport's hold to deliver word parts.

Comic Comets: exceptions to spelling rules.

COSMIC CONSTRUCTIONS: lessons on derivatives and word families.

Countdown Words: spelling requires visual memory for non-phonetic parts.

"C" Space: thought, meaning, communication.

Docking Arm: Same as "Shuttle Arm".

Enterprise C: MISSION WRITE's space shuttle.

Galaxy 8: grade eight.

Galaxy 7: grade seven.

Grover: animated computer-dog.

Homonym Hymns: game to attach meaning and spelling to sound-alike words.

LIFTOFF Payload: spelling list employed in the model composition.

Master Word Station: visual memory satellite for assembling derivatives.

MISSION WRITE: writing program for seventh and eighth grades.

MISSION: five-day group of lessons.

MISSION GO: extending skills to applicative and creative levels.

Mission Specialist: one who is skilled in language.

Model: composition which contains examples of that week's language skills.

ORBIT: lesson on a specific skill.

Payload: spelling list.

POWER Payload: enrichment spelling list containing that week's speech sound.

Planets Prefix, Root, and Suffix: locations in "C" Space for word parts.

Program (v.): think and write.

SATELLITE SENTENCE SYSTEMS: lessons in grammar and writing conventions.

Shuttle Arm: robot-like arm to pick up letter and word parts in "C" Space.

SKYWRITING: lessons in visual-motor training and cursive handwriting.

Space Shuttle: NASA's newest project used for the extended metaphor here.

SONIC PHONICS: lessons in attaching letters to speech sounds.

Sonic Roundup: activity to establish phonetic patterns.

TEACHING TAKEOFFS: 208 pages of reproducible worksheets to help the teacher.

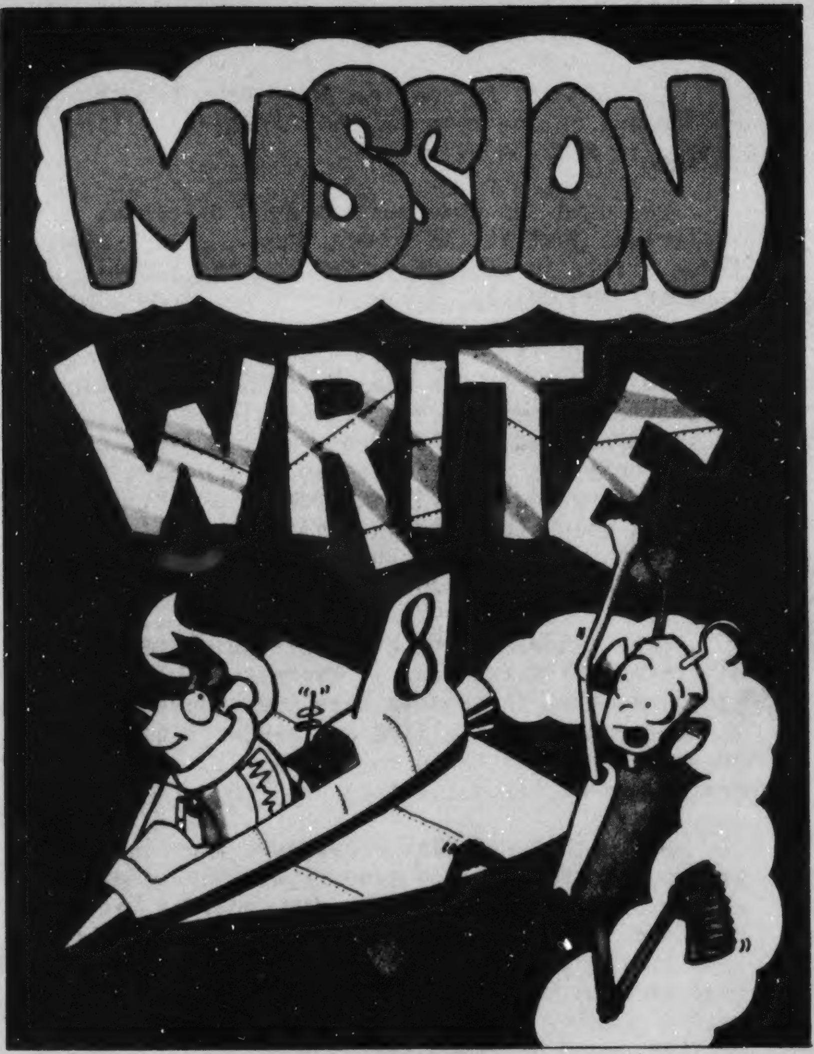
Word Key Module:(WKM) record of a set of derivatives.

WRITE: Andrew's spaceship.

		POWER	
			LIFTOFF
		Composition *Mission Go*	Sentence Structure *Satellite Sentence Systems*
FIRST DAY	Teacher's 1st 15 min.	Read and discuss the MISSION goals and model composition with whole class. Assign main idea statements.	
	Teacher's 2nd 15 min.		
	Teachers's 3rd 15 min.		
SECOND DAY	Teacher's 1st 15 min.		
	Teacher's 2nd 15 min.	Discuss the main idea statements. Teach how to organize ideas for writing; Assign writing and word parts worksheet.	
	Teachers's 3rd 15 min.		
THIRD DAY	Teacher's 1st 15 min.		Introduce sentence study to the whole class. Give worksheets to all, but adjust assignments fo levels.
	Teacher's 2nd 15 min.	Dismiss composition writers to write. Give first dictation to the rest.	
	Teacher's 3rd 15 min.		
FOURTH DAY	Teacher's 1st 15 min.		Check the sentence structure worksheets. Try out ideas in sentences from compositions. Assign one main idea be revised with the pattern. Record performances on page 93
	Teacher's 2nd 15 min.	Allow composition writers to write and complete work.	
	Teacher's 3rd 15 min.	Collect compositions, main idea statement sheets, and dictation.	
FIFTH DAY	Teacher's 1st 15 min.	Distribute compositions to dictation students to read.	Administer quiz or review on structures and skills for composition writers. Record performances on compositi on page 94
	Teacher's 2nd 15 min.	Select students to read aloud and discuss compositions, paragraphs, and sentences.	
	Teacher's 3rd 15 min.		

BASE

	Word Study *Cosmic Constructions*	**Phonics** *Sonic Phonics*	**Handwriting** *Skywriting*
ESTABLISH AUDITORY SPEECH FOUNDATIONS	Draw attention to the display of word parts or rules. When appropriate, distribute Word Key Module forms for crews.	Train auditory perception of sound pattern. Teach how it is produced. Correct faulty speech. Direct a fluent reading of the first paragraph.	
TEACH MULTI-SENSORY SKILLS	Direct the whole class to contribute and manipulate word parts. Establish meaning. Distribute worksheets.	Review sound pattern with worksheet. Record performance on page 91	Teach visual-motor perception, tracking and sequencing. Direct the practice. Record performance on Page 90.
INTEGRATE SKILLS	Check worksheets with the whole class. Allow carry-over to next day if needed. Record performance on page 92.	Check dictation. Direct re-study. Help students write own main idea sentence containing words from list and word study.	Arrange time for a few to finish dictation. Record performances on page 94.
GIVE INDIVIDUAL FOLLOW UP	Allow those finished with other work to file the manipulative materials.	Provide individual help and opportunity to practice skills, e.g., card reader and Countdown Words.	Re-test on dictation for final "best" score. Assist in writing own main idea statement.
DIRECT SHARING OF PEER MODELS			


MISSION
WRITE
8

TEACHING TAKEOFFS

LUCY KRABBE BERARDI
illustrated by Dan Collins

Lucy Krabbe Berardi has developed a much needed and unique material for teaching writing skills in MISSION WRITE.

Designed for intermediate aged students, it arrives just at the moment when the lack of these skills in secondary students has become apparent nationally.

The material itself is unique as a writing program because of the clearly evident attention to the four levels of the linguistic process. It is structured so that the semantic, syntactic, morphologic and phonemic levels of language function are included in the design of the lessons. Students using the material will develop metalinguistic awareness of the process they use as well as the skills themselves.

Many materials are available which teach the discrete skills involved in expressive written language, that is organization and structure of thought, grammar, spelling and handwriting, but none teach all of these in one easy to use, integrated and highly motivating program.

While this material provides a superior writing program for any student who may be experiencing difficulty in this curriculum area, it possesses the additional bonus of Ms. Berardi's keen knowledge of the particular needs of the Learning Disability group. MISSION WRITE will meet a genuine and long felt need in the education of this group of students.

Annabelle Most Markoff, Ph.D.

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SSS Orbit 3	24
Skywriting 3	25
Model 3	26
SP Orbit 3	27
CC Orbit 3	28
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SSS Orbit 4	30
Skywriting 4	31
Model 4	32
SP Orbit 4	33
CC Orbit 4	34
Skywriting 5	35
Model 5	36
SP Orbit 5	37
CC Orbit 5	38
SSS Orbit 5	39
SSS Orbit 6	40
Skywriting 6	41
Model 6	42
SP Orbit 6	43
CC Orbit 6	44
TAKEOFFS(7-9)	45
SSS Orbit 7	46
Skywriting 7	47
Model 7	48
SP Orbit 7	49
CC Orbit 7	50
Skywriting 8	51
Model 8	52
SP Orbit 8	53
CC Orbit 8	54
SSS Orbit 8	55
SSS Orbit 9	56
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Model 9	58
SP Orbit 9	59
CC Orbit 9	60
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Model 10	64
SP Orbit 10	65
CC Orbit 10	66
Skywriting 11	67
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SSS Orbit 11	71
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CC Orbit 12	76
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Skywriting 13	79
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CC Orbit 13	82
Skywriting 14	83
Model 14	84
SP Orbit 14	85
CC Orbit 14	86
SSS Orbit 14	87
SSS Orbit 15	88
Skywriting 15	89
Model 15	90
SP Orbit 15	91
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CC Orbit 20	124
SSS Orbit 20	125
SSS Orbit 21	126
Skywriting 21	127
Model 21	128
SP Orbit 21	129
CC Orbit 21	130
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CC Orbit 22	136
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SSS Orbit 26	154
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Model 31	182
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SSS = Satellite Sentence Systems

SP = Sonic Phonics

CC = Cosmic Constructions

TEACHING TAKEOFFS

MISSION GO	THEME DEVELOPMENT	SATELLITE SENTENCE SYSTEMS
1. Skateboarding	1. Division into Parts	1. Simple Sentence Structure
2. Swing Your Partner	2. Time Order	2. VERB Tenses: Review
3. Personal Letter	3. Conventional From	3. Personal PRONOUN Forms
4. Age of Exploration	4. Causes	4. NOUN, PRONOUN, ADJECTIVE
5. Puppet Shows	5. Examples	5. Punctuation Review
6. World without Words	6. Impact from Details	6. Positive to Superlative
7. English Settlers	7. Order in Space	7. Prepositional Phrases
8. Watch the Ball	8. Definition	8. Posttest/Simple Sentence
9. Election Day	9. Comparison	9. Pretest:on Compound/Complex
10. Great Eight	10. Verse Forms + Irony	10. Compound/Coordinators
11. American English	11. Examples + Time Order	11. Compound/Correlators
12. Famous Conversation	12. Direct Quotations	12. Compound/Semicolon
13. Morning Bulletin	13. Narrative by Quotes	13. Compound/Conjunctive ADVERB
14. Hang Glider	14. Narrative/Conversation	14. Punctuate Direct Quotations
15. Business Letter	15. Conventional Form	15. Dependent/Subordinate Ideas
16. Inauguration Day	16. Natural/Reverse Order	16. ADJECTIVE/ADVERB Clauses
17. Consumer Pros	17. Process Analysis	17. NOUN Clauses
18. Atom Smasher	18. Description + Process	18. Posttest
19. Abraham Lincoln	19. Example + Time Order	19. Pretest on Usage
20. George Washington	20. Contrast + Example	20. Subject/VERB Agreement
21. Bicycle Motocross	21. Descriptive Narrative	21. Form of PRONOUN Correct
22. San Francisco Tour	22. Dominant Impression	22. PRONOUN/Antecedent Agree
23. Food for Fitness	23. Extended Definition	23. Correct VERB Form
24. Lad to Man	24. Ballad	24. Degrees of ADJECTIVE/ADVERB
25. Cue Tuesday	25. Drama	25. ADJECTIVE/ADVERB Usage
26. The Scientist	26. Definition by Analogy	26. Posttest on Usage
27. Minibike	27. Personal Essay	27. Pretest on Verbals
28. Choice of Slavery	28. Contrast Analysis	28. Participles
29. The Seven Wonders	29. Description + Opinion	29. Usage:Participle Phrases
30. Great Depression	30. Opinion + Reasons	30. Infinitives
31. Spelling Rules	31. Verse	31. "Bare" Infinitive
32. Relief Spelled...	32. Conversation/Narrative	32. Subject of Infinitive
33. Blast That Shook...	33. Opinion + Reasons	33. Gerunds/Subject of Gerund
34. Space Shuttle	34. Expository Essay	34. Posttest on Verbals

SEQUENCES IN GALAXY 8

COSMIC CONSTRUCTIONS	SONIC PHONICS	SKYWRITING
1. spond,spons	1. Review Consonants	1. Pretest/Paper Position
2. cur + plural of NOUNS	2. / y /	2. Grip of Pen
3. ply,plex + Three Rules	3. Vowel Circle	3. Vertical Spacing
4. Review Galaxy 7	4. / ē /	4. Loop Letters
5. Spelling Rules	5. / i /	5. Retrace Strokes
6. fic, fect, fact	6. / i / syllables	6. Joining Strokes
7. -ary,-ery,-ory	7. / e /	7. Control r and s
8. Review Common Roots	8. / e /	8. Bridge Stroke
9. popul+dem+lect+crat	9. / ā /	9. Cane Stroke/Capitals
10. clam,claim	10. / ā /	10. Boat Stroke/Capitals
11. Connotation	11. / a / Braille	11. Capital S and G
12. per- + cap,capit	12. / a / Contractions	12. Capital I and J
13. stit,sist + tend	13. / u /	13. Oval O, A, C, E
14. pod, ped	14. / u /	14. Uniform B, P, R
15. cor,cord +"body" Roots	15. / u / + / l /	15. Smooth Change in L
16. se- + lex,leg	16. / u / + / r /	16. Uniform Q, Z, X, W
17. sume,sump + pro-+ duc	17. / o /	17. Direction: D, L
18. Posttest 1 - 17	18. Posttest	18. Uniformity:Numerals
19. cede,cess + ante-+-some	19. / aw /	19. Capital/lc Different
20. pos,pon,pound	20. / ō /	20. Non-joining Capitals
21. mob,mot + -ile	21. / ō / + / r /	21. Joining Capitals
22. sid, sed	22. / oo /	22. Horizontal Spacing
23. viv, vita + nutri	23. / o͞o /	23. Ending Stroke
24. -eer, -ier	24. / o͞o /	24. Lines of Poetry
25. hum, human + inter-	25. / ū /	25. Punctuation Marks
26. dia- + cycl	26. / ī /	26. Label by Manuscript
27. vert,vers +-fy,-ize,-ate	27. / ī /	27. Posttest on Spacing
28. ob-,anti-,contra-	28. / oi /	28. Fractions,Numerals
29. grad,gred,gress	29. / ou /	29. Metric Abbreviations
30. epi-+ log,logo	30. Posttest:Vowels	30. Evaluate:Height/Shape
31. Adding Suffixes (Rules)	31. ie - ei	31. Judge Loops and Points
32. cid,cise + cide + cid	32. ie - ei	32. Tall and Tail Loops
33. Adding -tion,-ion,-sion	33. /shun/,/chun/,/zhun/	33. Uniform Style
34. Posttest 19 - 34	34. Vowel + / r /	34. Judging Spacing

MISSION WRITE began as a service to both the student with learning difficulties and the teacher in the mainstreamed upper elementary classroom. I thank fellow teachers in the Los Altos School District who used it and found that it met a need.

Gratefully I acknowledge Dr. Annabelle Most Markoff for her critique of the materials. Throughout the project I have been thankful for the support from my family, for suggestions from Jill Willey, School Librarian; for the calligraphy by Marilyn Judson; for the patience of Katherine E. Barbour, and Bettye Shelton, typists; for general assistance from Cindra Harrold, teacher of body movement; and for the final reading of the manuscript by Kay Howell and Julie Lawrence, Learning Specialists.

I appreciate the encouragement from Warren B. Richardson to make the program available nationally. Most especially I acknowledge the counsel and creative talents of Dan Collins, Illustrator.

Lucy Krabbe Berardi
Learning Specialist

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GOALS

MISSION WRITE is a two-year program for teaching writing skills to the young adolescent. To gain flexibility here TEACHING TAKEOFFS provides every week five sequenced lessons in the five levels of language development. The goal with these lessons is to teach the student at his level of learning paying due attention to the implications from current learning theory.

First, desirable behavior, interest, and motivation are products of adjustments in the learning environment. An awareness of this theme is built into the 34 MISSIONS for each year.

Secondly, specific tasks taught to specific objectives lead to measurable performance. Those tasks are exactly identified and the performance systematically measured throughout the five levels of this program.

Thirdly, piecemeal skills must add up to some benefit to the individual as a producer and a contributor in our changing world. MISSION WRITE weekly opportunes students to perform independently in the communication skills for those roles.

Finally, Public Law 94 - 142 has placed upon the regular classroom and its teacher the challenge to provide for the handicapped when that classroom is such a student's "least restrictive environment." The student with a learning disability must unite concept and memory with listening, perceiving, manipulating, and talking. Each task is performed with positive feedback from the teacher, peer, or parent. Each success reinforces the student's deliberate effort. Specific, success-designed tasks are built into MISSION WRITE, and they function as part of each class activity.

METHODS

Assessment of a student's growth and development especially in auditory, visual, and motor skills anticipates his performance in the five major levels of language. Combined, such assessment and performance interlace this language cycle:

1. Body Control (Sensory Readiness and Growth).
2. Phonology (Sound-symbol Relationships).
3. Morphology (Inflectional and Derivational Forms).
4. Syntax (Word Order and Sentence Structure in English).
5. Semantics (Meaning in Communication).

Traditionally, instructional materials focus on these levels. MISSION WRITE has intentionally built each into its weekly lessons for the teacher to select those needed by groups or individuals. Each week's lesson begins always with a composition on a topic relevant to young adolescents. For some students the lessons based on the model composition provide the material for specific skills growth. For other students the model serves as a launch into critical and creative discussion, reading, and expression.

Not only are the levels of proficiency in the language process itself recognized, but each student must function from his own degree of skill in these levels of processing:

1. Sensory Perception.
2. Memory.
3. Imitation.
4. Degree of Feedback to Feel Successful.
5. Self-evaluation and Control.
6. Independent Performance.

MISSION WRITE teacnes the class that it can be working toward a common goal while each student trains for the skills he needs. Space Shuttle, a 1975 NASA booklet, provides technical validation and serves as a metaphorical vehicle for this concept and the development of skills in the levels of language.

Two outer-space peers, Annie Android and Andrew Write, along with their computerized companion Grover, launch with the class as peer tutors into skill-building activities in the levels of language entitled as follows:

1. Skywriting Orbiting (perceptual-motor tracking).
2. Sonic Phonics Orbiting (sound-symbol patterns in spelling).
3. Cosmic Constructions Orbiting (vocabulary growth through prefixes, roots, and suffixes).
4. Satellite Sentence Systems Orbiting (word order, conventions, usage, and grammar).
5, MISSION GO (performance).

TEACHING TAKEOFFS

Weekly worksheets in each of the above five levels of language are provided in TEACHING TAKEOFFS. Answers for these worksheets and references for preliminary or follow-up sources are provided every third week. The worksheets are designed loose-leaf so they can be easily reproduced and filed or collated in a notebook.

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TRACKING

For MISSION WRITE tracking is the visual-motor skill of cursive handwriting; its scope and sequence is called Skywriting. Besides a deliberate instruction in cursive form a handwritten model of the first paragraph of each composition is provided for the student who needs the visual reinforcement. The model is useful for an error analysis for all students. The seventh grade emphasizes paper and pen positions for handedness, perception, vertical spacing, and letter forms. Both the seventh and the eighth stress application to dictation where other skills must be incorporated. The eighth grade embraces horizontal spacing, control of letter forms in joining letters, and uniformity within one's own style.

Dunn-Rankin, Peter, "The Visual Characteristics of Words," Scientific American, January, 1978.

Gillingham, A., and Stillman, B., Remedial Training for Children with Specific Disability in Reading, Spelling, and Penmanship, Cambridge: Educators Publishing Service, 1956.

Los Altos School District, Multi-sensory Approach To Teaching Language Arts, 1973: (Based on Orton-Gillingham and Slingerland).

Slingerland, Beth H., A Multi-sensory Approach to Language Arts for Specific Language Disability Children, Educators Publishing Service, 75 Moulton Street, Cambridge, Massachusetts 02138, 1971.

The Ann Arbor Tracking Program: (Ann Arbor Publishers, P. O. Box 388, Worthington, Ohio 43085.)

Townsend, Rebecca Mae, Imaginary Line Handwriting: Advanced Cursive Book, Austin: Steck-Vaughn.

PHONICS

For MISSION WRITE phonics means attaching written symbols to speech sounds. It teaches the perception of how the 40 speech sounds are produced and the variety of ways they can be represented in writing. Lessons are devised with three leveled spelling lists. The BASE list contains frequently used words which have a common recognizable sound but also show the various ways it can be spelled. The LIFTOFF list contains utility words for carrying on the model compositions; they are not keyed to a specific sound pattern. The POWER list expands the sound category to an enrichment level.

Grade 7 first develops in its sequence the voiced and unvoiced consonant pairs and follows with the nasal, wind, and tongue-lifting consonants including blends. Grade 8 is sequenced by the concept of the vowel circle explained in student materials p. 27 as the progressive movement of the lips and tongue in making different vowel sounds. Words selected have been referenced to the American Heritage's Word Frequency Book, 1971, a massive study of over 5 million samples taken from student materials in all content areas from grades three through nine. Semester lists include the 400 most frequently used words. Both contain the frequency number.

Boning, Richard A., Specific Skills Series: Working with Sounds, New York: Barnell Loft, Ltd., 1969.

Botel, Morton, Cora Holsclaw and Aileen Brothers, 1620 Power Words, Chicago: Follett Publishing Company, 1974: (Special permission granted by the publisher for use in MISSION WRITE's Power Payload).

Carroll, Lucy, Programmed Phonics, Books 1 and 2: (Educators Publishing Service, 75 Moulton Street, Cambridge, Mass. 02138
Carroll, John C., et. al., Word Frequency Book, Boston: Houghton Mifflin Company, 1971: (Special permission has been granted MISSION WRITE to use this study of words from 17 content areas of student materials grades three through nine.)

Kelly, Edward L., Form-A-Sound: (It contains good photographs of mouth and tongue positions for speech sounds. Ideal School Supply Co., Oak Lawn, Illinois 60453).

Lindamood, Charles H. and Patricia C., Auditory Discrimination in Depth, Boston: Teaching Resources Corporation, 1975.

MORPHOLOGY

The meaning units which are a part of many English words function in derivational forms. Spelling conventions for adding suffixes; the plurals of NOUNS; VERB tense forms; and the richness of Greek and Latin roots carry strong cognitive flags. Important is their recognition to reading comprehension, and their significant application to word choice and spelling.

MISSION WRITE supplies the motivation, content, and progression of the skills in learning meaning units. It identifies and suggests the manipulation of 150 word parts. It has available artistically designed pieces for a cumulative bulletin board activity. It suggests that a class be organized like a spaceship crew. The crew makes excursions for spelling rules and the pieces of meaning inherent in English vocabulary. Students learn nearly

100 of the word families which are used in the exercises, lists, and models. This visual, manipulative activity promotes mental processing, maintains auditory-oral participation, and casts visual-motor memory clues for reference.

Brenner, Patricia Ann, et. al., Troubleshooter I, New York: Houghton Mifflin Company, 1969: (This is a workbook series on specific language skills.)

Ehrlich, Ida L., Instant Vocabulary, New York: Washington Square Press, Inc., 1968.

Hudson, Peggy Compiler, Words for the Wise, New York: Scholastic Book Services, 1971.

Shipley, Joseph T., Dictionary of Word Origins, Paterson, N.J., Littlefield, Adams & Co., 1961.

Plunkett, Mildred B., A Spelling Workbook, Cambridge: Educators Publishing Service, 1971.

Weinberg, Joel, Toubleshooter II, New York: Houghton Mifflin Company, 1975: (This is a workbook series providing much repetition on specific language skills).

SYNTAX AND SEMANTICS

Communication is the transfer of meaning, and in written communication the sentence is the basic meaning unit. To teach the skills and rules of writing MISSION WRITE provides model compositions. Students copy, write from dictation, or expand upon these models according to their individual learning levels.

The compositions in MISSION WRITE are designed to illustrate a sequential presentation of grammar. The grammar analysis in Grade 7 details the roles of words in simple sentences and explores a variety of verb forms. Grade 8 develops the reasons and methods for combining equal ideas in compound sentences, subordinate ideas in complex sentences, and the linking of ideas in verbal phrases.

Englemann, Siegfried, et. al., Corrective Reading (Decoding and Comprehension), Chicago: Science Research Associates, 1978.

Markoff, Annabelle Most, Teaching Low-achieving Children Reading, Spelling, and Handwriting, Springfield: Charles C. Thomas, 1976.

Tyack, Dorothy, and Robert Gottsleben, Language Sampling, Analysis, and Training, Palo Alto: Consulting Psychologists Press, 1977.

MISSION GO

The model compositions in themselves serve designated purposes in teaching writing. They accommodate students by letting them work at their success level. In the seventh grade they center on the details that support a main idea and gradually move from simple to more complex organization. In grade eight they demonstrate methods of theme development, story telling, verse, and drama. The first paragraph specifically includes the first level of spelling words, examples of the morpheme parts, and a sample of the sentence study for that week. To be able to write this paragraph from dictation is a week's goal for some students. Learning the skills for the week in all levels of language and writing the composition from dictation will be the goal for others. For a third group the composition serves to motivate the expression of their own ideas through writing with a plan.

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TEACHING TAKEOFFS

TRACKING	Orbit 1: Students must become conscious of the importance of the position of the paper for right or left handedness in creating a uniform slant. Vertical spacing, letter forms, and slant were all taught in Galaxy 7. The PRETEST can be compared to Handwriting Model on p. 96 of Student MISSIONS. Beginning in MISSION 3 the Base Payload will be in cursive models to be traced or copied in the Skywriting Orbits.
PHONICS	Orbit 1: /b/be,/p/people; /d/do,/t/two; /g/go,/k/can; /v/very,/f/fall; /th/there,/th/with; /z/is,/s/safe; /zh/usual, /sh/should; /j/just,/ch/church; Nasal:/m/make,/n/know,/ng/upcoming; Wind:/w/way,/wh/which,/h/how; Lifters:/l/will, /r/response; Borrowers:/kw/quest,/ks/mixes. (some are optional) Orbit 2: yarns,lawyer,years,yearn,young and youth, your,you're,yesterday; opinions,millionaire,cotillion, stallion,rebellion,valiant,onion,senior,convenience,union, brilliant; volume. Orbit 3: Discuss the Vowel Circle.
MORPHOLOGY	Orbit 1: sponsor,respond,respondent,responsible,correspondence, despondent,irresponsible. Orbit 2: incur,curriculum,occurred, precursors,concur,excursion; s; s,ch,sh,x; consonant; change; same; v,dictionary; s,es; settlers',dance's,dresses', newcomer's,countries'. Orbit 3: complicated,imply,reply, triplex,applying,plywood; 1:complicated,arrangement, positively,decided,believing,decreasing,described,activity, disagreement; 2:applying,glorious; 3:oc cur' rence, be gin' ning, rea' son able.
SYNTAX	Orbit 1: FOB,I,TA,I,FOB; sub.,sub.,o. of p.,o. of p.,sub., d.o.,comp.,1 & 2; safe,easy,dangerous; into a very upcoming sport or just a fad,very,just,how,from time,to time,with skateboards. Orbit 2: dances,came,ask,enjoyed,come,have, requested,used,seen,been,been,enjoyed,dancing,danced,dancing, used,asking,asked Orbit 3: 1:Possessive,Singular,First; 2: Nominative,Singular,First; 3:Possessive,Plural,First; 4: Nominative,Plural,First; 5:Objective,Singular,First; 6: Nominative,Singular,Third; 7:Nominative,Singular,Second; 8: Objective,Plural,Third; I,we,it,you; me; them.
MISSION GO	Orbit 1: Davidson,Skateboard Book; Cuthbertson,Anybody's Skateboard Book. Orbit 3: Haupt,Seventeen Book of Etiquette.

PROJECT TASK: *Take a Pretest on the functions of words in simple sentences.*

PRETEST

VERBS in simple sentences can be TRANSITIVE ACTIVE, TRANSITIVE PASSIVE, INTRANSITIVE, and FORMS OF BE. Using the underlined abbreviations label the following sentences from the model for the kind of VERB. Underline the VERB.

1. ___ Skateboarders could be into a very upcoming sport or just a fad.
2. ___ People will fall from time to time with skateboards.
3. ___ Skateboarders should learn a response.
4. ___ Which way do they go into a fall?
5. ___ Being free from group pressures is not easy.

NOUNS (and PRONOUNS) function in sentences as subjects, complements, direct objects, indirect objects, and objects of prepositions. Use the underlined abbreviations to write how the NOUN (or PRONOUN) with a line under it is used in that sentence from your model:

1. _____ How safe is it?
2. _____ Those into skateboarding can make it safe.
3. _____ Skateboarders could be into a very upcoming sport or just a fad.
4. _____ Which way do they go into a fall?
5. _____ There are no two ways about it.
6. _____ Skateboarders should learn a response.
7. _____ Christie is a crouch with both arms extended.

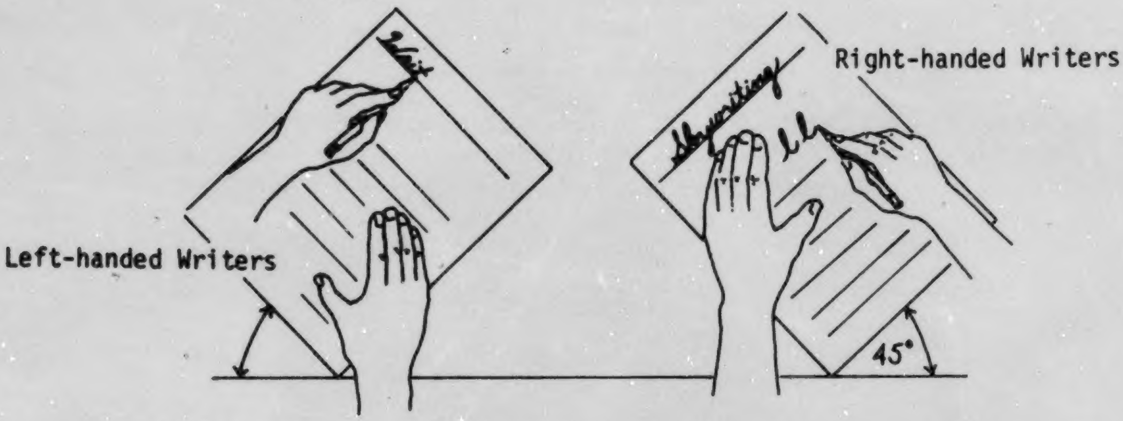
Underline the predicate ADJECTIVE in the following sentences from the model.

1. How safe is it?
2. Performing as an individual sounds easy.
3. These tricks can be dangerous.

Underline the ADVERBS in the following sentences from the model. Four of them are prepositional phrases and three of them are single words.

1. Skateboarders could be into a very upcoming sport or just a fad.
2. How safe is it?
3. People will fall from time to time with skateboards.

PROJECT TASK: *For cursive handwriting position the paper for your handedness according to the diagram. Take a PRETEST.*


Right-handed Writers
Left-handed Writers
Skywriting
45°

PRETEST

On the lines below write the alphabet by writing the capital letter first and following it with its lower case letter. If you can't remember one, leave a blank space. Write all of the punctuation marks you remember. Write the numbers from 1 to 9.

Skateboarding

Skateboarders could be into a very upcoming sport or just a fad. How safe is it? There are no two ways about it. People will fall from time to time with skateboards. Skateboarders should learn a response. Which way do they go into a fall? Yes, they know that the usual quest in each sport mixes in body control. Those into skateboarding can make it safe.

PROJECT TASK: *Recall the consonant sounds learned in Galaxy 7*

Sixteen of the consonant sounds in English can be grouped into pairs with one being voiced and the other unvoiced. Three of the sounds can be grouped as nasal consonants. Three of the sounds can be grouped as the wind consonants. Two can be called lifters because they cause the tongue to lift. Two can be called borrowers because they use the sounds from other consonants.

From the first paragraph of the model write a word to illustrate each of these consonant sounds you list below. The slash marks / / show a sound, not the letter(s).

Consonant Pairs

voiced **unvoiced**

/ / ____________ / / ____________
/ / ____________ / / ____________
/ / ____________ / / ____________
/ / ____________ / / ____________
/ / ____________ / / ____________
/ / ____________ / / ____________
/ / ____________ / / ____________
/ / ____________ / / ____________

Nasal Consonants

/ / ____________ / / ____________
/ / ____________

Wind Consonants

/ / ____________ / / ____________
/ / ____________

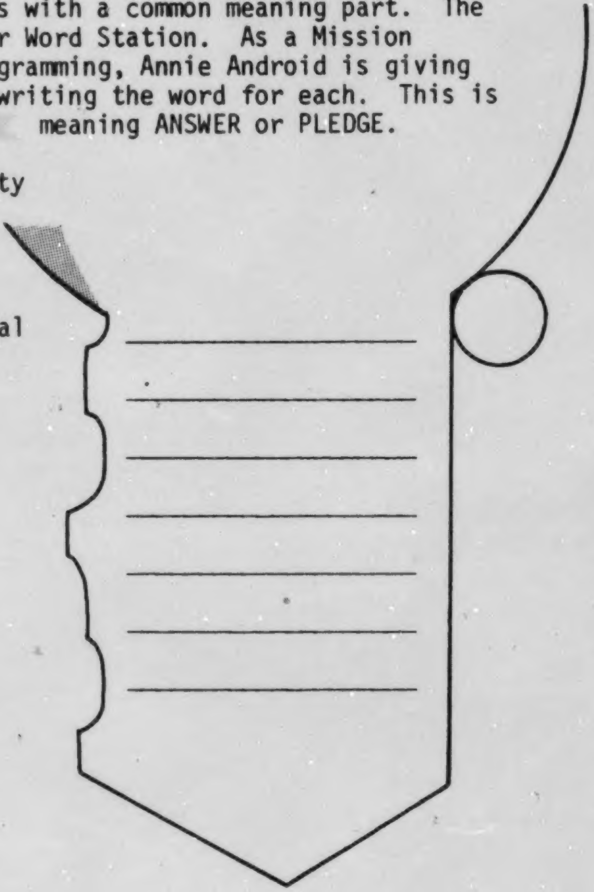
Lifters **Borrowers**

/ / ____________ / / ____________
/ / ____________ / / ____________

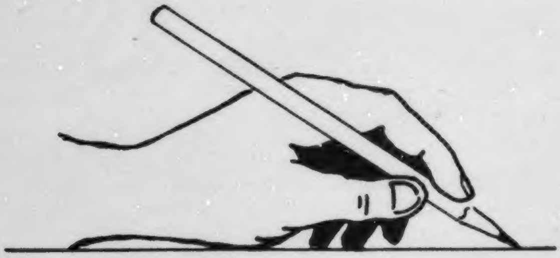
PROJECT TASK: *Program a Word Key Module for the root* ***spond***
spons *meaning ANSWER or PLEDGE.*

In Galaxy 7 you learned to make Word Key Modules from prefixes, roots, and suffixes. This was called programming the Accumductor, a computer-like robot that leads together groups of words with a common meaning part. The Word Key Modules are stored at the Master Word Station. As a Mission Specialist in charge of this kind of programming, Annie Android is giving you the following clues for finding and writing the word for each. This is the Word Key Module for the root **spond** meaning ANSWER or PLEDGE.

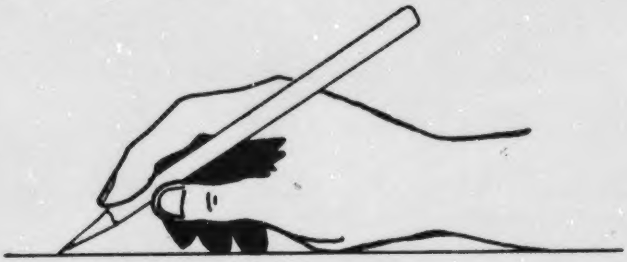
1. one who assumes the responsibility for a project
2. to answer back again
3. one who answers back as in a legal action
4. able to carry out or answer to obligations
5. state of writing letters to a person with his answering them
6. having the quality of being promised away or losing courage
7. not able to answer to the call of duty



PROJECT TASK: *Grip the pen as illustrated for cursive handwriting. Visualize vertical spacing within the lined area.*



Left-handed Writers



Right-handed Writers

In Galaxy 7 you learned to use spaces above and below a base line. Capital letters and tall loop letters extend three lines or spaces above the base line. Letters with tail loops extend two lines below the base line. Numbers, t, d, and the ', the ?, and the ! are two lines high. All other lower case letters, many with tail loops, are written on the base line within the first space.

This sheet is used to help you remember vertical spacing. Trace or copy the sample on page 95 of MISSION WRITE.

Swing Your Partner

For many years settlers in the West found their fun in gatherings. A party or a picnic in the yard of a newcomer called for games, yarns, and dancing. Over great unsettled stretches they came for a square dance. The dances of their home countries were used to the whine of a fiddle, to the hum of a harp, or to the beat of a banjo. The American square dance call to Swing Your Partner was born.

PROJECT TASK: *Learn that the consonant sound / y / can be spelled* *y, i or u.*

The following SONIC ROUNDUP gives you meaning clues to the words in the Payloads with the sound / y /. It classifies the ways / y / can be spelled:

/ y / = y

______________(stories told for fun) ______________(attorney)

______________(plural for 365 days) ______________(wish for)

______________(people between childhood and adulthood) ______________

______________(possessive form of the second person PRONOUN)

______________(contraction of second person PRONOUN)

______________(the day before today)

/ y / = i

______________(views) ______________(very rich person)

______________(patterned dance) ______________(male horse)

______________(uprising) ______________(brave)

______________(vegetable) ______________(older person)

______________(fitness) ______________(together as one)

______________(shining brightly or sharp-witted)

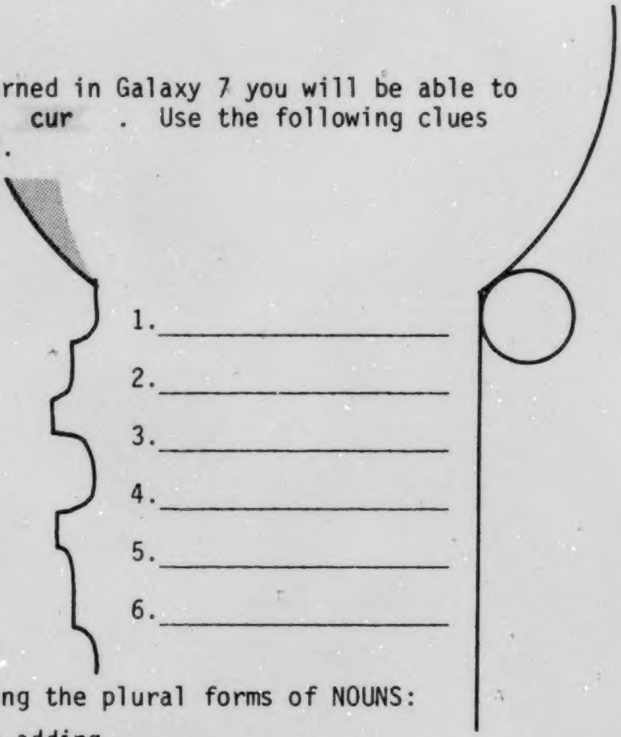
/ y / = u

______________(mass)

PROJECT TASK: *Program a Word Key Module for the root* **cur** *meaning RUN. Review the plural and possessive forms of NOUNS.*

By adding prefixes and suffixes you learned in Galaxy 7 you will be able to program a Word Key Module for the root cur . Use the following clues and refer to your Payloads in MISSION 2.

1. run into as a result
2. ideas running together with a group of courses
3. ran against other possible happenings
4. those things which run before or lead up to a result
5. agree or run together
6. the act of running out to accomplish a goal



1.____________________
2.____________________
3.____________________
4.____________________
5.____________________
6.____________________

Complete this group of forces controlling the plural forms of NOUNS:

Most NOUNS form the plural by just adding _____.
NOUNS ending in z, _____,_____,_____,_____, add es for the plural.
NOUNS ending in a _______________ before a final y change the y to i and add es.
Some NOUNS _______________ the word or spelling completely.
Some NOUNS have the _____________ form for both singular and plural.
Many NOUNS which end in f or fe change it to a _____ and add es.
If you can't be sure by the sound, use a _________________.
NOUNS ending with a vowel + an o usually add _____, but NOUNS ending in a consonant + an o add _____ unless they are musical terms or words of Spanish origin.

Place an apostrophe (') or an apostrophe and an s to make the following NOUN phrases correct in their possessive form. See your MISSION 2.

at the early settlers gatherings

the square dances definite rhythm

the dresses full skirts

a newcomers party

their home countries dances

PROJECT TASK: *Show correct usage in Tenses learned in Galaxy 7.*

Supply the correct form of the VERBS's principal parts:

Infinitive	Present Tense	Progressive	Past Tense	Past Participle
to dance	dance	dancing	danced	danced
to go	go	going	______	gone
to be	am, _____, _____	being	was, ______	been
to come	come	_____	came	_____

1. Present Tense: Active: He__________to the harmony of guitar and accordian.
   (dance)
2. Past Tense: Active: They__________over great unsettled stretches.
   (come)
3. Future Tense: Active: A large percentage will__________for the folk music.
   (ask)
4. Present Perfect Tense: Active: They have__________square dance clubs.
   (enjoy)
5. Past Perfect Tense: Active: The settlers had__________to the dance.
   (come)
6. Future Perfect Tense: Active: Foreigners will__________organized clubs.
   (organize)
7. Present Tense: Passive: The fiddle-scraping folk music is __________.
   (request)
8. Past Tense: Passive: Dances of their home countries were ___________.
   (use)
9. Future Tense: Passive: The dancers will be__________by onlookers.
   (see)
10. Present Perfect Tense: Passive: Square dance harmony has__________enjoyed.
    (enjoy)
11. Past Perfect Tense: Passive: A newcomer's arrival had__________reported.
    (report)
12. Future Perfect Tense: Passive: The music will have been__________by all.
    (enjoy)
13. Present Progressive Tense: Active: I am__________a square dance.
    (dance)
14. Present Progressive Tense: Passive: A square dance is being__________.
    (dance)
15. Past Progressive Tense: Active: He was square__________at the party.
    (dance)
16. Past Progressive Tense: Passive: Home country dances were being________.
    (use)
17. Future Progressive Tense: Active: Radio listeners will be__________for the folk music.
    (ask)
18. Future Progressive Tense: Passive: The folk music will be being_________for by radio listeners.
    (ask)

PROJECT TASK: *Identify the forms and functions of PERSONAL PRONOUNS and RELATIVE PRONOUNS.*

PERSONAL PRONOUNS

	Nominative Form		Possessive Form		Objective Form	
	Singular	Plural	Singular	Plural	Singular	Plural
First Person (the person(s) speaking)	I	we	my	our	me	us
Second Person (the person(s) spoken to)	you	you	your	your	you	you
Third Person (the person(s) spoken about)	he she it	they	his her its	their	him her it	them

RELATIVE PRONOUNS

(same for Singular and Plural)	who that which	whose of that of which	whom that which

For the PRONOUN in each sentence circle the Form, the Person, and the Number (singular or plural):

Three of (1) my friends and (2) I are really busy.
(1) Nominative Possessive Objective (2) Nominative Possessive Objective
(1) Singular Plural (2) Singular Plural
(1) First Second Third (2) First Second Third

(3) Our teacher decided (4) we could compete in the water show.
(3) Nominative Possessive Objective (4) Nominative Possessive Objective
(3) Singular Plural (4) Singular Plural
(3) First Second Third (4) First Second Third

Believe (5) me! (6) It will be great.
(5) Nominative Possessive Objective (6) Nominative Possessive Objective
(5) Singular Plural (6) Singular Plural
(5) First Second Third (6) First Second Third

Will (7) you positively reply about (8) them?
(7) Nominative Possessive Objective (8) Nominative Possessive Objective
(7) Singular Plural (8) Singular Plural
(7) First Second Third (8) First Second Third

Of the underlined PRONOUNS list the four functioning as subjects.

__________ __________ __________ __________

List the direct object: ________ List the object of a preposition: ______

PROJECT TASK: *Imagine the visualized altitude spaces above and below the base line within the space allowed.*

In Galaxy 7 visual lines were provided as a guide in Skywriting. In Galaxy 8 you imagine the same lines within any space. The space may be notebook-like or it may be on large school banners or posters you make.

To make these lower case cursive letters you must visualize the vertical spacing (distance above and below the base line). You must also learn to change directions smoothly while making any one of these letters. Trace or copy:

ea eo ec ed eg eq

three believe busy our

compete people teacher

many decide friends

could Wednesday great

8 Busy Street
City, Ca. 94022
September , 19

Dear Tammy,

Three of my friends and I are really busy. We swim each day. Our teacher, decided we could compete in a water show. It will be for many people on a Wednesday in October. Believe me! It will be great.

Our glorious activity will be presented Wednesday, October 15, 1980, at Supreme School, Luxury Lane, City. We are having enormous publicity. I am sending you an inquiry on ticket sales in your triplex. Will you positively reply about them?

Your wet friend,

Jean

PROJECT TASK: *Identify the plan for studying English vowel sounds and their spellings in Galaxy 8.*

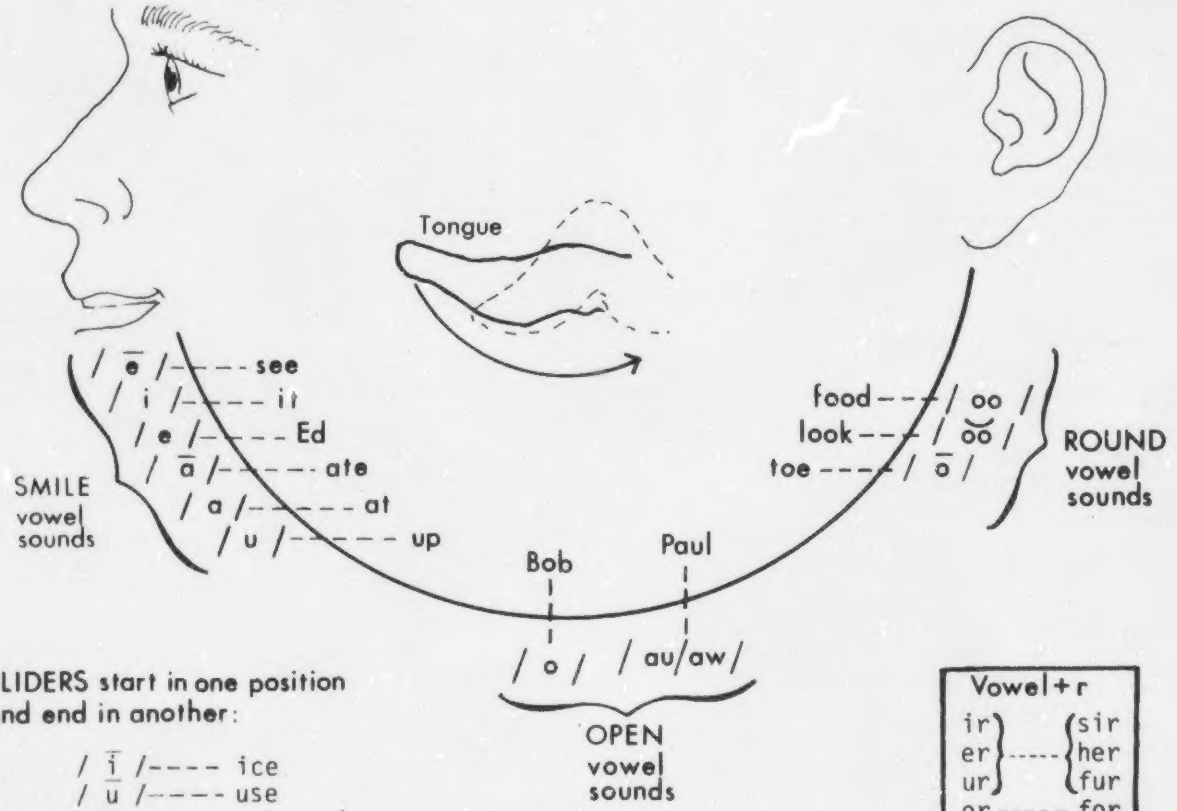
The relationship between the 24 consonant sounds in English and the symbols used to represent them was established in Galaxy 7.

The relationship between the 15 vowel sounds and the 5 (seven if w and y are counted) vowel (a, e, i, o and u) symbols is less consistent. For example, the letter o represents different sounds in go, got, gone, and none. Moreover, any one vowel sound can be represented by different letters: / ē / may be me, tea, beef, field, either, baby, key, machine, Wednesday, or people.

Galaxy 8 focuses on the vowel sounds (1) the motor perception of what happens in one's mouth to make these sounds, (2) the auditory perception of how they sound, (3) and the visual perception/memory of varied representations in letter symbols.

THE VOWEL CIRCLE

Imagine being able to look at your own profile to see your tongue work inside your mouth. The 15 vowel sounds and the r controlled vowels can be organized into the groups SMILE, OPEN, and ROUND by the way your lips and mouth are positioned. The order starts with / ē / and proceeds as the tongue drops to the floor of the mouth and then rises again in the back of the mouth. This is why it is called a circle.



SLIDERS start in one position and end in another:

/ ī /---- ice
/ ū /---- use
/ ou / ow /---- out, owl
/ oi / oy /---- oil, boy

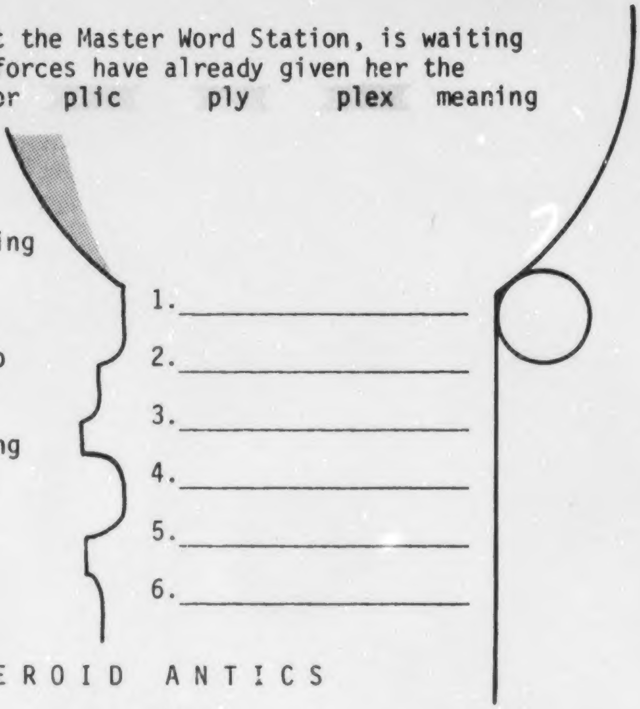
Vowel + r

ir, er, ur ----- sir, her, fur
or ----- for
ar ----- car

PROJECT TASK: *Program a Word Key Module for the root* ***splic ply plex*** *meaning FOLD. Review the three main rules for adding suffixes.*

Annie Android, a Mission Specialist at the Master Word Station, is waiting for the Orbiter to deliver. C SPACE forces have already given her the meaning clues for a Word Key Module for **plic ply plex** meaning FOLD:

1. folded together or complex
2. hint at or fold into the meaning
3. fold back or answer
4. three living units folded into one large building
5. folding or attaching to a thing
6. building material made from folds of wood



1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

ANDROIDIC ASTEROID ANTICS

In C SPACE the Asteroid Letter Drop collects or releases the letters that are dropped, changed, or added in many instances when suffixes are attached to base words or roots. List from the Payloads all of the words which illustrate each of the following ANTICS:

1. When a word ends in a final silent e and the suffix begins with a vowel, drop the e unless it is needed to keep c or g soft. The main exceptions: It is a truly wholly awful argument to put forward.

____________________ ____________________ ____________________

____________________ ____________________ ____________________

____________________ ____________________ ____________________

2. When a word ends with a consonant before a final y, change the y to i for all suffixes except those beginning with an i.

____________________ ____________________ ____________________

3. When a word ends with a single consonant just before a single vowel and the suffix begins with a vowel, double the last consonant as long as the accent or stress stays on the syllable just before the suffix. Place the accent.

____________________ ____________________ ____________________

TEACHING TAKEOFFS

TRACKING Consistent loops and a consistent slant will be stressed in transferring imaginary-line handwriting to notebook paper spacing. The Skywriter is cautioned to prevent loops in retrace strokes like lower case i.

PHONICS Orbit 4: e=return,belief,beginning; eCe=complete; ea=easy,each, reason,East,European; ee=seekers,agree; ie=piece,belief,priests; ei=none; y=easy,only,Christianity; ey=journey; i=India,Indians; ay=none; eo=none. Orbit 5: Indian=big; against=mountain; Boston=women; party=bicycle; England=pretty; colonists=big. Orbit 6: in-(NOT)incredible,impatiently,imperfect; in-(INTO) imagine,infection,important,institution,imitated,interest, involve; dis-difficulty; en-enable,endure; -ible=incredible; -y=misty; -ly=early,efficiently,impatiently,patiently,strictly; -ity=difficulty; -ive=captive,descriptive; sta=statistics, institution; scrip=descriptive.

MORPHOLOGY Orbit 4: Indians,return,historians,inducements,obstacle, profitable,irregular,prospects,passage,wilderness,victims, illness,religious,suffering,conversion,Christian,Christianity, committed,settlement,endless. Orbit 5: historian,Asian,European, Indian,colonists; famous,colonial,realize,original,outfitted, entertainer,payable,courageous,publicize,humorous,acceptable, controlled,developed,listened. Orbit 6: infection,face,fact, surface,affectionate,efficiently,significance,difficulty, specific,imperfect,factory,manufacture.

SYNTAX Orbit 4: 1-B,2-F,3-D,4-L,5-A,6-L,7-I,8-C,9-D,10-I,11-A,12-C, 13-H,14-J,15-I,16-A,17-B,18-A,19-I,20-O. Orbit 5: Coffin, French,English,Spanish,and Danish; Busy Way City, October 8, Dear Tammy, Your wet friend, Wednesday, October 15, 1980, Supreme School, 66 Luxury Lane, City, State,; Age of Exploration; game,fish,ore,Indian,New World; TV,Boston Tea Party; SOS R.S.V.P.; Sons of Liberty English Orbit 6: childhood,captive,affectionate and creditable,more certain, most important; Suddenly,There,Impatiently,only,rather,more rapidly,most patiently.

MISSION GO Orbit 4: Thucydides (in books on Greek history); Van Loon, Story of Mankind; Fisher,Pegs of History; Speare,Life in Colonial America; Cates,The English in America. Orbit 5: Gordon,Your Career in TV and Radio. Orbit 6: Gibson,William, The Miracle Worker; Peare,Catherine Owen,The Helen Keller Story.

PROJECT TASK: *Identify ADJECTIVES as words or phrases giving NOUNS exact meaning. Identify the functions of NOUNS or PRONOUNS.*

The sentences below are from the model Age of Exploration. For each underlined and numbered word or phrase match the letter of the best kind of ADJECTIVE or function of NOUN or PRONOUN:

A..one-word ADJECTIVE
B..Possessive NOUN functioning like an ADJECTIVE
C..Possessive PRONOUN functioning like an ADJECTIVE
D..Prepositional Phrase functioning like an ADJECTIVE
E..Predicate ADJECTIVE
F..Predicate NOUN
G..Predicate PRONOUN
H..NOUN as Subject
I..NOUN as Direct Object
J..NOUN as Indirect Object
K..NOUN as Object of a Preposition
L..PRONOUN as Subject
M..PRONOUN as Direct Object
N..PRONOUN as Indirect Object
O..PRONOUN as Object of a Preposition

Columbus' four journeys were only one reason for the beginning of exploration.
1._____ 2._____ 3._____

Each added to his belief in a complete waterway to the Far East.
4._____ 5._____

He named the Indians for India. His return to the Old World with pieces of
6._____ 7._____ 8._____ 9._____

gold attracted seekers of easy riches.
10._____ 11._____

Its irregular eastern coastline gave sailors prospects of a passage to Asia.
12._____ 13._____ 14._____ 15._____

Its vast wilderness lured Europe's victims of hunger, illness, and religious
16._____ 17._____ 18._____

suffering. Its exploration and colonies exceeded the interest of European
19._____

monarchs in maps through or around it.
20._____

PROJECT TASK: *Keep a uniform loop and slant in the tall-loop and tail-loop letters.*

The following letters with loops are indicators of a uniform slant. The loops, also, must be uniform for a smooth appearance in handwriting. Trace or copy the pattern and the words from the Base Payload:

l b f g h j k l p q y z

easy each reason return

Far East seekers piece belief

only journey India Indians

complete beginning Columbus

exploration one Old World

Age of Exploration

Columbus' four journeys were only one reason for the beginning of exploration. Each added to his belief in a complete waterway to the Far East. He named the Indians for India. His return to the Old World with pieces of gold attracted seekers of easy riches.

PROJECT TASK: *Recall and apply the spelling patterns for / ē /.*

Key words for the spelling of / ē / help recall the patterns Andrew Write found when he was learning to write English. He named grouping words into a set for the way a sound was spelled a SONIC ROUNDUP. With words from the Base and Liftoff Payloads complete Andrew's plan.

SONIC ROUNDUP

/ ē / = return

depression
religious
resources
____
____
____

/ ē / = eCe as complete

concrete
scheme
____

/ ē / = tea

conceal
breathe
cease
ordeal
____
____
____
____
____

/ ē / = beef

Halloween
exceed
proceed
____
____

/ ē / = field

colonies
societies
____
____
____

/ ē / = either

____

/ ē / = baby

accuracy
apology
necessary
necessity
cruelty
society
variety
____
____
____

/ ē / = key

____

/ ē / = machine

historians
____
____

/ ē / = Wednesday

____

/ ē / = people

____

PROJECT TASK: *Attach the meanings of prefixes, roots, and suffixes to their parts in words.*

Here is Annie at the Master Word Station. She is showing you how the Accumductor got its name. As a Mission Specialist, Annie knows how to program this C SPACE computer. Parts can be found for the meaning. From the meanings given below help Annie find the word from the model.

ac- = **ad-** = to, toward

cum- = together

duc = lead

-or = one who or that which

(That which leads together word parts to a full meaning.)

	prefix meaning	root meaning	suffix meaning
____________		India	those who live in
____________	back, again	turn	
____________		history	those who study
____________	into	lead	acts of
____________	against	stand	
____________	forward	make	able
____________	not	regular	
____________	forward	look	plural
____________		pass	state of...
____________		wild	state of...
____________		conquer(ed)	those who are
____________		ill	state of...
____________		religion	having...
____________	under	bringing	
____________	together	turn	act of...
____________		Christ	one who
____________		Christian	act of being
____________	together	send	past tense
____________		settle	state of...
____________		end	without

PROJECT TASK: *Make retrace strokes smoothly. Cross tail loops at the base line.*

Each of these small letters begins on the base line with a one-line undercurve stroke. The tops of i, u, w, and j are sharp. The retrace stroke does not have a loop. Tail loops intersect at the base line. Copy or trace words in the Base Payload.

e i e i u w j

Indian instead since

against Sons of Liberty

curtain Boston colony

colonial colonists stirred

outfitted people puppet

Puppet Shows

Make a report into a puppet show? A class made one for the Boston Tea Party. The stage was outfitted like the colonial port of Boston. It had ships from India loaded with tea. Boston colonists called the Sons of Liberty were in the first act. They stirred people against England's tax on tea. The curtain went up on the second act. The colonists were dressed as Indians instead. They hopped on the ships and dumped the tea into the harbor.

PROJECT TASK: *Learn that / i / can be spelled i in a closed syllable like big, but also in ten other ways.*

Andrew Write had just launched on a SONIC ROUNDUP for / i /. He orbited the Master Word Station where Annie Android was programming suffixes into the Accumductor. He sent her the distress signal prescribed by the International Radiotelegraphic Convention of 1912 on Planet Earth:

> SOS. Can Accumductor spell / i /? R.S.V.P. Andrew

Grover beamed in on Annie's response:

> Won't work. English / i / has no pattern to program. Just wire for big, pretty, year! Busy bicycle passage been built on mountain by foreign women. Annie
>
> P.S. Where in the Galaxy did you learn the French R.S.V.P.?

Since the first time he spotted her, Andrew had happy feelings about Annie. She always opened the way for more conversation. They found it natural and easy to give each other help. He enjoyed working on "C" SPACE Projects with her. He knew they had a good friendship. He still had these words to place in his ROUNDUP on / i /. Write Annie's word to match these Andrew had left:

Indian ________________ party ______________

against ________________ England ______________

Boston ________________ colonists ______________

PROJECT TASK: *Review common suffixes and the spelling conventions for adding a suffix.*

The Asteroid Letter Drop exists in C SPACE to manage the forces for adding suffixes. Using it is called an Androidic Asteroid Antic.

Change y to i

When a word ends with a consonant before a final y, change the y to an i before ANY suffix except those beginning with an i like **-ist**

Drop the e

When a word ends in a final silent e and the suffix begins with a vowel, drop the e unless it is needed to keep c or g soft. Exceptions are truly, wholly, awful, argument, forward.

Double the Consonant

When a word ends with a single vowel followed by a single consonant and the suffix begins with a vowel, the consonant is doubled as long as the accent or stress remains on the last syllable before the suffix.

ANDROIDIC ASTEROID ANTICS

Suffixes which mean ONE WHO are **-er** **-or** **-an** **-ian** **-ist**

A person who records history is a ______________.

A person from Asia is an _________ and from Europe a ____________.

Columbus thought he was in India and called the people ___________.

The people in the English colonies were called ______________.

Suffixes meaning HAVING or FULL OF are **-ous**

Suffixes meaning ABLE or CAPABLE OF are **-able** **-ible**

Suffixes meaning TO MAKE INTO or TO MAKE LIKE are **-ize** **-ise**

The suffix meaning LIKE or BELONGING TO is **-al**
The suffix for many PAST TENSE VERBS is **-ed**
Using the forces from Asteroid Letter Drop, add the following suffixes:

fame + -ous ______________
colony + -al ______________
real + -ize ______________
origin + -al ______________
outfit + -ed ______________
entertain + -er ______________
pay + -able ______________

courage + -ous ______________
public + -ize ______________
humor + -ous ______________
accept + -able ______________
control + -ed ______________
develop + -ed ______________
listen + -ed ______________

PROJECT TASK: *Review the writing conventions for end punctuation, capital letters, and commas.*

Place the correct end punctuation for these four sentences. Write the ki of sentence: statement (declarative); question (interrogative); command (imperative); strong feeling (exclamatory)

1. May I make the report a puppet show___ ____________________
2. Make your report a puppet show___ ____________________
3. What a puppet show you gave___ ____________________
4. I made a puppet show for my report___ ____________________

These are sentences from your last five MISSIONS and orbits. Place capital letters and commas:

1. Lying flat on a skateboard is coffin.

2. The American square dance developed from french English spanish and danish cotillions.

3. 8 busy way dear Tammy
   city CA 94022
   october 8 1980 your wet friend

4. Our glorious activity will be presented wednesday october 15 1980 at supreme school 66 luxury lane city state at 2:30 p.m.

5. Most historians agree on other inducements for the age of exploration.

6. Its endless forests of game its oceans and rivers of fish its mountains of coal and iron ore and its indian societies became ordeals for early gold seekers in the new world.

7. The tv producers made a puppet show of the boston tea party.

8. Andrew sent Annie the distress signal sos and asked her to reply with an rsvp.

9. Boston colonists called the sons of liberty dumped the english tea into the harbor.

PROJECT TASK: *Learn to recognize and use ADJECTIVES and ADVERBS in their positive, comparative, and superlative degrees.*

ADJECTIVES (Supply them from the model.)

1. ADJECTIVES give exact meanings to NOUNS by describing or limiting them: (After an early ______________ infection...)

2. Predicate ADJECTIVES follow a FORM OF BE VERB and describe or limit the subject: (Helen Keller was ______________ in such a world.)

3. ADJECTIVES can be compound or in a series: (An ____________________ and ______________ teacher came from an institution.)

4. ADJECTIVES in the Comparative Degree use either the suffix -er or the word more. It makes a specific comparison between two NOUNS regarding one quality. It shows that one of the NOUNS possesses a greater degree of that quality than the other NOUN possesses. Predicate ADJECTIVES can be in the Comparative Degree: (Helen Keller was ________ ______________ later and recalled in The Story of My Life:)

5. ADJECTIVES in the Superlative Degree use either the suffix -est or the word most. This degree makes a comparison among three or more NOUNS or between a NOUN and all others in its class. It shows that ONE NOUN possesses the greatest degree of a quality among the others compared. Predicate ADJECTIVES can be in the Superlative Degree: (Until the _____ ______________ day in her life,...)

ADVERBS (Supply them from the model.)

1. ADVERBS give exact information about when the action happened or condition existed. (______________, I felt a misty consciousness.....)

2. ADVERBS give exact information about where the action happened or condition existed. (______________ she could neither hear nor see.)

3. ADVERBS give exact information about the way or manner in which the action happened or the condition existed: (______________, Helen dashed the doll to pieces.)

4. ADVERBS can qualify an ADJECTIVE: (...her ______________ certain understanding...)

5. ADVERBS can qualify another ADVERB: (Helen __________ efficiently imitated...)

6. ADVERBS can form a Comparative Degree like ADJECTIVES: (slowly, and then ______________ ______________, she spelled.....)

7. ADVERBS can form a Superlative Degree like ADJECTIVES: (______patiently...)

8. A few ADJECTIVES and ADVERBS have separate words for the Comparative and Superlative Degrees: (She gradually did better. That was the best day.)

PROJECT TASK: *Keep joining strokes from looking like a separate letter.*

Even though you may write well, you can learn to write better with a smoother, more even stroke. The joining stroke of one letter with the one which follows it is important. Avoid making joining strokes which look like another letter. Copy or trace these joining strokes on Base Payload words:

j just u us you will wing

imagine infection captive

incredible until important certain

surface skin understanding

early neither through

Helen Keller

World Without Words

Imagine a world without words! After an early childhood infection Helen Keller was captive in such a world. There she could neither hear nor see. Until the most important day in her life, her only certain understanding came through the surface of her skin.

PROJECT TASK: *Identify the spelling of / i / in prefixes, roots, and suffixes as a spelling clue.*

Annie Android told Andrew Write the last time they met in "C" SPACE that the Accumductor at the Master Word Station could not program / i /. It has too many ways of being spelled without a set pattern.

The next time they met, Annie had this clue for Andrew and you: Learn the way this sound is spelled in common prefixes, roots, and suffixes. Remembering them gives the spelling of / i /. Add words from the Payloads to Annie's groupings.

in- = NOT
(im- , il- , ir-)

indifferent __________
impossible
irregular __________
illiterate

____

dis- , dif- = OPPOSITE

display
different __________

-ible = ABLE

possible
visible
horrible __________

-ly = IN A ... WAY

kingly __________
actually
quickly __________
usually
chiefly __________
rapidly

__________ __________

sta , sti ,
sist = STAND

substitute
consist __________

__________ __________

in- = INTO
(im- , ir- , il-)

information __________
inspect
invention __________
injection
inscribe __________

__________ __________

__________ __________

en- = TO MAKE

enjoy __________
encourage
enclose __________
enchant

-y = LIKE or HAVING

lucky __________

-ty , -ity = STATE OF ...

activity
majority __________

-ive = MAKING or CAUSING

active __________
digestive

____

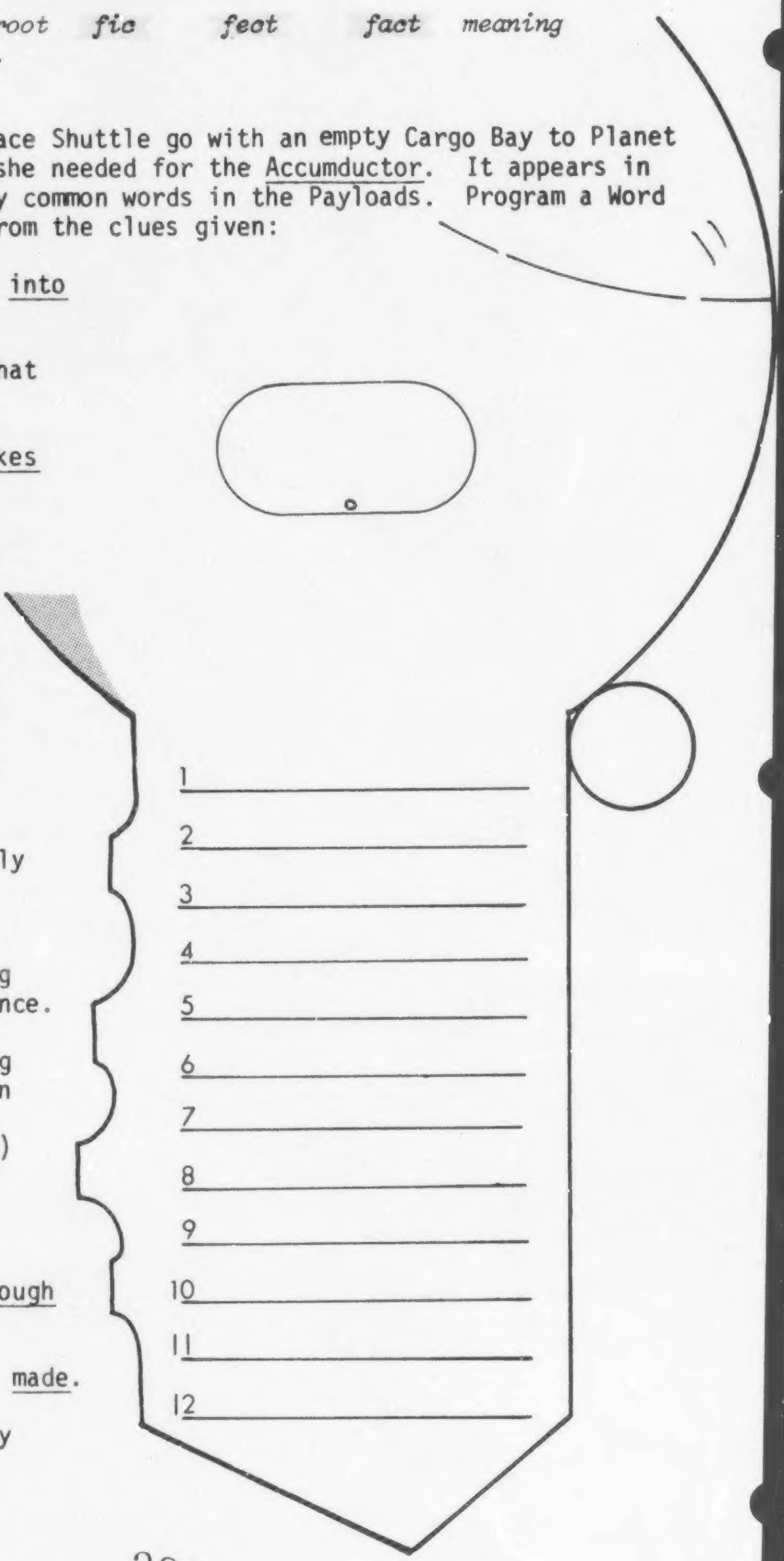
scrip , scrib = WRITE

prescribe
inscription __________

PROJECT TASK: *Learn the root* ***fic fect fact*** *meaning MAKE or DO.*

Annie Android requested the Space Shuttle go with an empty Cargo Bay to Planet Root this MISSION. This root she needed for the Accumductor. It appears in different forms. It is in many common words in the Payloads. Program a Word Key Module with Annie for it from the clues given:

1. Act of making germs go into the body.
2. The part of the body that makes the person.
3. The thing done that makes the truth.
4. The part of the matter made above or on top. (prefix super is cut to sur-)
5. Having the quality of making one's feelings go to another. (ad- can change!)
6. In a way like having matters made out exactly and quickly. (ex- can change!)
7. Act of having something make a sign of importance.
8. Act of having something do an opposite way than planned. (dis- can change!)
9. Like a look made at exact parts.
10. Something not done through to the right finish.
11. Place where things are made.
12. Act of making things by hand (at first).



TEACHING TAKEOFFS

TRACKING

Cursive handwriting strokes that require pauses, bridges, or retrace lines demand extra control in lower case letters. Base Payload words are provided with a cursive model to trace or copy.

PHONICS

Orbit 7: pine,petting,winner,deleting,rid,bide,griped,spite, ripped,spin. Orbit 8: Down:1.says 2.already 3.ahead 4.editor 9.ready 10.pleasure Across:5.said 6.spectator 7.re- 8.anyone 11.spread 12.question 13.lessons 14.their. Orbit 9: 1.way, weigh,homonym 2.live,live,homograph 3.play,play,homograph 4.tardy,late,synonym 5.reign,rain,homonym 6.bass,Base,homonym 7.maid,made,homonym 8.never,always,antonym 9.campaign,tactics, synonym 10.lain,lane,homonym 11.choose,select,synonym 12.stage, stage,homograph 13.pray,prey,homonym 14.daze,days,homonym 15.suffrage,vote,synonym.

MORPHOLOGY

Orbit 7: 1.spond=answer 2.fic=make 3.cept=take 4.pen=hang 5. pos=place 6.scribe=write 7.sta=stand 8.ject=throw 9.ten=hold 10.duc=dead 11.fer=bear,yield 12.mit=send 13.spect=look 14. vict=conquer 15.vis=see 16.ven=come 17.port=carry 18.dic=say 19.cred=believe 20.ply=fold. Orbit 8: ADJECTIVE: 1.preliminary 2.contrary 3.primary 4.voluntary 5.military 6.customary 7. dietary 8.exploratory; NOUN: 1.bakery 2.laboratory 3.memory 4.factory 5.dictionary 6.reformatory 7.bravery 8.stationary Orbit 9: dem=4,1,2,3 lect=8,5,6,7 pop=16,15,14,9,13,10,12,11.

SYNTAX

Orbit 7: 1.ADJECTIVE 2.In New England,summers 3.build 4.for slaves 5.ADVERB 6.cared for 7.of their trade 8.ADJECTIVE 9. among the English settlers. Orbit 8: Direct Object,Object of Preposition,Subject,Predicate VERB,Indirect Object,Predicate NOUN,Predicate ADJECTIVE; TRANSITIVE ACTIVE VERB,PRONOUN, ADJECTIVE,NOUN,INTRANSITIVE VERB,ADVERB,NOUN,TRANSITIVE ACTIVE VERB,TRANSITIVE PASSIVE VERB. Orbit 9: 1.(,)and,coordinating conjunction,compound 2.who,relative PRONOUN,complex 3.(,)but, coordinating conjunction,compound 4.(;)the semicolon,compound 5.years(,)because,subordinating conjunction,complex 6.before subordinating conjunction,complex 7.either or,correlating conjunction,compound 8.party(;)moreover(,)conjunctive ADVERB, compound.

MISSION GO

Orbit 7: Cates,The English in America. Orbit 8: Tennis (Magazine of Racquet Sports)Burchard,M., Sports Hero: Jimmy Connors; Jacobs,L.,Chris Evert, Tennis Pro; Sullivan,G., Queens of the Court. Orbit 9: Gray,How We Choose a President; Beech,On the Campaign Trail; Schwartz,The People's Choice.

PROJECT TASK: *Identify Prepositional Phrases functioning as ADJECTIVES and ADVERBS. Punctuate compound phrases or parts.*

For the following sentences from the model write the Prepositional Phrase. Identify it as an ADJECTIVE or ADVERB. Write the word it describes. Punctuate it correctly if it needs more punctuation.

Prepositional Phrase — Function — What It Describes

1. Against America's wilderness the English settlers shared several different ways of living.

   Against America's wilderness ________ settlers

2. In New England the pleasant summers were short.

   ______________________ ADJECTIVE ______________

3. They were ready to build trade from lumber, furs and whales.

   from lumber, furs and whales ADVERB ______________

4. New Englanders had little need for slaves.

   ______________________ ADJECTIVE need

5. The middle colonies were equipped with fertile soil.

   with fertile soil ________ were equipped

6. They cared for the corn, wheat and cattle without slaves.

   without slaves ADVERB ______________

7. They resented England's regulation of their trade.

   ______________________ ADJECTIVE regulation

8. Owners of enormous plantations became powerful in government.

   of enormous plantations ________ owners

9. Regional differences developed among the English settlers.

   ______________________ ADVERB developed

PROJECT TASK: *Control the strokes of lower case r and s.*

Both r and s begin with an undercurve stroke. Watch the slanted top of r. Notice that s is sharp at the top. Make s closed. The tops of both these letters extend just beyond the first line. Trace or copy the words in Base Payload.

r s r r r race s s s search

against different against

ocean ready pleasant

treasure several settler

summer lumber their

share English Settlers

English Settlers

Against America's wilderness the English settlers shared several different ways of living. In New England the pleasant summers were short. The soil was rocky. They grew only their own food. The forest and the ocean were their treasure. They were ready to build trade from lumber, furs, and whales. New Englanders had little need for slaves.

PROJECT TASK: *Review the functions of the silent e at the end of a syllable and the short sounds / i / and / e / in closed syllables.*

Silent e in the vCe pattern makes a single vowel long before the consonant. Andrew reminds us that at Asteroid Letter Drop we drop this silent e when a suffix begins with a vowel. If c or g need it to remain soft, we keep the e.

When single i or e are followed by a single consonant they sound / i / or / e /. In such words, Andrew also reminds us, we must stop at the Asteroid Letter Drop to pick up another consonant before a suffix that starts with a vowel. Write the missing word in each line.

	closed syllable = short vowel	double = vowel/suffix	vCe syllable = long vowel	drop the e = vowel/suffix
1.	pin	pinning	____________	pining
2.	pet	____________	compete	competing
3.	win	________ (er)	wine	winery
4.	let	letting	delete	________ (ing)
5.	____________	ridden	ride	riding
6.	bid	bidding	____________	biding
7.	grip	gripped	gripe	________ (ed)
8.	spit	spitting	____________	spiteful
9.	rip	________ (ed)	ripe	ripen
10.	____________	spinning	spine	spiny

PROJECT TASK: *Identify the meaning of a common root in a group of words.*

Annie Android has programmed the following 20 Word Key Modules through the Accumductor at the Master Word Station. A disturbance from an unidentified asteroid caused them to lose their meaning channel. Help Annie by circling the roots in each Module and supplying the meaning of the root.

1. sponsor, respond, responsible, correspondence ____________
2. infection, surface, difficulty, imperfect, fact ____________
3. capture, acceptance, concept, capable, deception ____________
4. depend, pendant, impending, pendulous, independent ____________
5. posture, preposition, composition, expose, deposit ____________
6. prescription, inscribe, scribble, Scripture, describe ____________
7. substitute, standard, circumstances, resist, stage ____________
8. projector, injection, object, adjective, reject ____________
9. tenure, contain, intentions, tenacity, tenant ____________
10. conduct, education, introduce, accumductor, duct ____________
11. conference, transfer, reference, prefer, fertile ____________
12. transmit, intermission, missile, commit, permit ____________
13. conspicuous, spectrum, expect, spectators, special ____________
14. convict, victim, victory, convince, invincible ____________
15. television, visit, provide, division, visible ____________
16. venture, convention, Advent, prevent, event ____________
17. important, export, porter, report, transportation ____________
18. dictation, indicate, prediction, edict, dictionary ____________
19. incredible, credit, credulous, creditable ____________
20. imply, complex, complicate, plywood, reply, triplex ____________

PROJECT TASK: *Make lower case cursive letters with a bridge stroke.*

In writing lower case b, o, v, and w the bridge stroke requires a pause at the first line. It dips slightly below the first line in joining the next letter. The difficulty arises when it joins a letter that normally begins from the base line with an overcurve like c or an undercurve like i. Trace or copy the patterns and the Base Payload words.

o b v w or ba wi ve

says anyone already

headline ahead pleasure

spread question lessons

editors spectator said

Watch the Ball

Watch the Ball

Watch the ball. Anyone in tennis already says that rule without question. Lessons go ahead on it. Editors spread it in headlines. Players ready themselves with it. Pleasure-seeking spectators yell it. The simple command denies its own difficulty. Its content will not escape the memory of a defeated contestant.

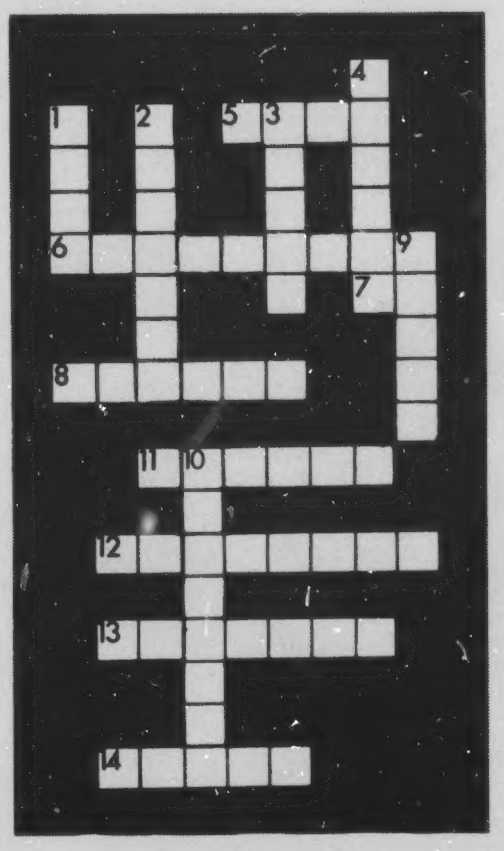
PROJECT TASK: *Review the sound / e / spelled e, ei, ea, ai, and a.*

WORD ENCOUNTERS

The following crossword puzzle contains all of the ways that / e / can be spelled.

DOWN

1. third person singular form for say
2. before a set time
3. leading in time or space
4. one who publishes
9. Get_____, set, go!
10. happiness



ACROSS

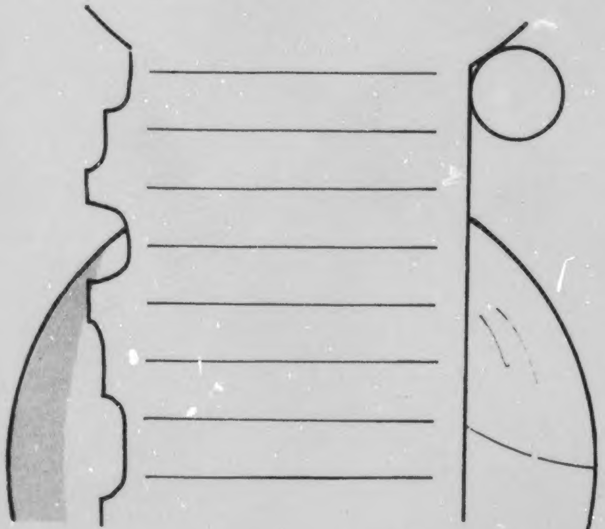
5. past tense of say
6. contains the root for look
7. prefix meaning back
8. indefinite PRONOUN
11. / e / like in bread
12. act of asking
13. MISSION WRITE ORBITS
14. possessive PRONOUN

PROJECT TASK: *Learn -ary , -ery , -ory has two meanings as a suffix.*

Annie Android has a great time when twins arrive from a Space Shuttle's Mission. Programming the Accumductor for two different kinds of meaning took Annie time to learn. That's why she wants to help you with this suffix.

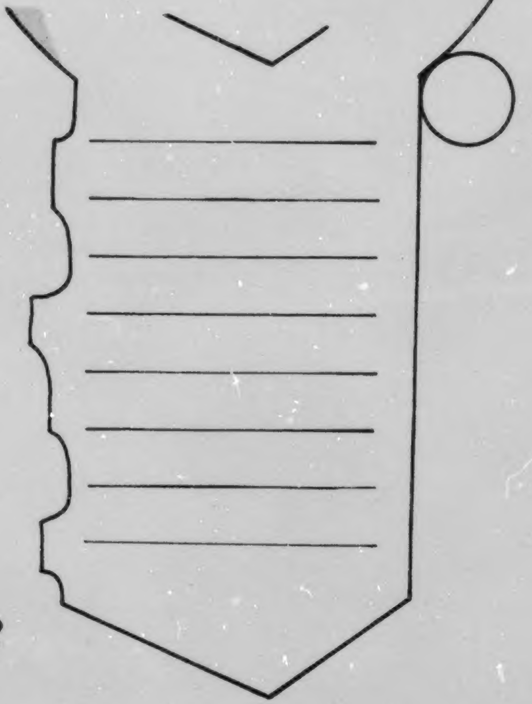
The ADJECTIVE meaning for -ary , -ery , -ory is RELATING TO... Annie is giving you the clues for a Word Key Module. Some are in the Payloads.

1. relating to what happened before other events took place (limen=threshold)
2. relating to matters against what may be desired
3. in a manner like the first level of concern
4. relating to a volunteer
5. relating to the militia
6. relating to custom
7. relating to diet
8. relating to exploration



The NOUN meaning for -ary , -ery , -ory is QUALITY OF... or PLACE WHERE. Provide the Key from the clues supplied by Annie.

1. a place where food is baked
2. a place to labor in seeking knowledge
3. a place to put things to remember
4. a place to make goods
5. a place for words and how we say them
6. a place where society tries to form people again
7. quality of being brave
8. quality of being fixed to stand in one place



PROJECT TASK: *Take a POSTTEST on simple sentences.*

Each of the following sentences contains an underlined word. On the blank at the end of the sentence write the underlined abbreviation for its function in the sentence: Subject, Predicate VERB, Predicate NOUN, Predicate ADJECTIVE, Predicate PRONOUN, Direct Object, Indirect Object, Object of a Preposition.

1. Watch the ball. ______________
2. Anyone in tennis already says that rule without question. ______________
3. Lessons go ahead on it. ______________
4. Editors spread it in headlines. ______________
5. Volley me the ball. ______________
6. Her opponent was he. ______________
7. He was her opponent. ______________
8. That stroke is difficult. ______________

In the following sentences write that the underlined word is a NOUN, PRONOUN, ADJECTIVE, ADVERB, PREPOSITION, FORM OF BE VERB, TRANSITIVE ACTIVE VERB, TRANSITIVE PASSIVE VERB, Or INTRANSITIVE VERB.

1. Players ready themselves with it. ______________
2. Pleasure-seeking spectators yell it. ______________
3. The simple command denies its own difficulty. ______________
4. Its content will not escape the memory. ______________
5. Primarily, in the principle lurk details of vision, attention, position, and concentration. ______________
6. Error is corrected only with practice on each part. ______________
7. Direct sight of the opponent's position and the ball's path predicts the players position and stroke. ______________
8. A mental focus on the seam of the ball at impact with the center of the racquet targets concentration. ______________
9. Error is corrected only with practice on each part. ______________

PROJECT TASK: *Take a PRETEST on compound and complex sentences.*

In the following sentences (1) add any required punctuation, (2) circle it as compound or complex, (3) underline and label these parts: coordinating conjunction, correlating conjunction, semicolon, conjunctive ADVERB, relative PRONOUN, subordinating conjunction. (Use underlined abbreviations.)

1. Every two years a vote for the members of the House of Representatives is taken and a vote for one-third of the members of the Senate is cast. ____________________ compound complex
2. The first Monday after the second Wednesday in December voters who have been selected assemble in each state capitol. ____________________ compound complex
3. Each state has its way to name electors to this electoral college but some citizens do not like this plan. ____________________ compound complex
4. The first Tuesday after the first Monday in November is Election Day the play is over. ____________________ compound complex
5. Because a nation-wide campaign like a live play is staged every four years registered voters weigh their choices. ____________________ compound complex
6. A voter must register before he is entitled to vote. ____________________ compound complex
7. Either the United States Constitution should designate the popular vote to elect the President and Vice-President or it should have the electoral college be bound by the popular vote. ____________________ compound complex
8. Early in the spring politicians try to win a nomination from their political party moreover each candidate and his party stage a busy campaign up to Election Day. ____________________ compound complex

PROJECT TASK: *Develop a good horizontal spacing in the capital letters beginning with a cane stroke.*

These capital letters all begin with a cane stroke and join the next letter in the word. Make these capitals a uniform size, not some fat and some thin. Practice the joining stroke to the word so that all spaces are uniform between letters. Trace or copy the Base Payload words.

I M N H K Me No

Monday November Election elect

play staged nation weigh

campaign Tuesday always

United States President choice

Vice-President registered voters

Election Day

A nation-wide campaign like a live play is staged every four years. Does it elect a President and a Vice-President of the United States? Voters register and weigh their choices. Election Day is always the first Tuesday after the first Monday in November. The play is over!

PROJECT TASK: *Identify the ways / ā / can be spelled. Distinguish homonyms, synonyms, antonyms, and homographs using / ā /.*

Homonyms	are words with the same name but different spellings and different meanings: brake, break.
Homographs	are words with the same spelling but often have different names and always different meanings: fly (insect), fly (ball).
Synonyms	are words with different names and different spellings but have the same or similar meanings: tiny, small.
Antonyms	are words with different names and different spellings but have nearly opposite meanings: tiny, large

HOMONYM HYMNS

In the following sentences circle the words that are homonyms, homographs, synonyms, or antonyms. Write which they are on the blank at the end.

1. Andrew asked which way Annie went to weigh the cargo. ____________
2. The live show made him want to live like an astronaut ____________
3. In the play Space Racquet Annie learned to play tennis. ____________
4. I was told to get a tardy slip when I was late. ____________
5. During Andrew's reign in "C" SPACE he saw it rain stardust. ____________
6. Have you found bass fiddle in the Base Payload? ____________
7. That outer-space maid made quite a hit! ____________
8. I never saw the sun always shine. ____________
9. In the next campaign they plan tactics to change the electoral college. ____________
10. The Word Key Module had lain all day in the wrong lane. ____________
11. Voters choose electors who select the President. ____________
12. We saw the first stage of the firing of Andrew's spaceship from a stage on the Enterprise C. ____________
13. Pray tell! Do you feel like outer-space prey? ____________
14. The new eighteen-year-old was in a daze about all of the election days. ____________
15. The campaign for women's suffrage won them the right to vote. ____________

PROJECT TASK: *Review the prefixes for BACK or AGAIN, BEFORE, and OUT. Learn two roots for PEOPLE and one for CHOOSE or GATHER.*

The prefix **re-** means BACK or AGAIN: rebuild, recall, return, review.

The prefix **pre-** means BEFORE: preliminary, prefix, predict, preamble.

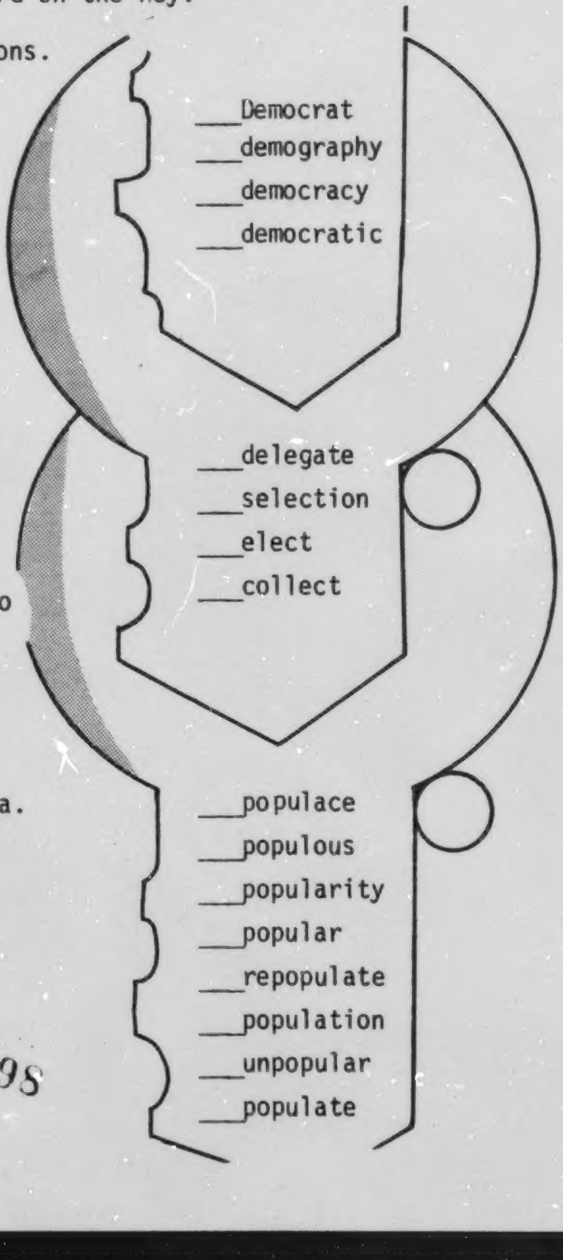
The prefix **ex-** means OUT or FROM: exit, expose, explore, expect.

At Planet Root the Space Shuttle found three roots used in the model. Annie has them at the Master Word Station now to help you program Word Key Modules for each. The Greeks left **demo** and the Romans left **popul** at Planet Root. Both mean PEOPLE. The root **lege** **lect** means CHOOSE. Here are clues from Annie to help you match to the word on the key.

1. A record and study of populations.
2. Government of the poeple.
3. Having to do with a government by the people.
4. Member of one major political party in the United States.

5. The act of choosing apart.
6. To choose out a number of candidates.
7. To choose together.
8. One who is chosen to go away to do a job.

9. Relating to the people.
10. The number of people in an area.
11. To furnish with people.
12. Not pleasing to the people.
13. Fill again with people.
14. The quality of being liked by many people.
15. Full of people.
16. The people.



___Democrat
___demography
___democracy
___democratic

___delegate
___selection
___elect
___collect

___populace
___populous
___popularity
___popular
___repopulate
___population
___unpopular
___populate

TEACHING TAKEOFFS

TRACKING	This series gives practice on the capital letters with the boat stroke: T,F,S,G,I, and J. The emphasis is upon a uniform style with well-controlled vertical and horizontal spacing.
PHONICS	Orbit 10: their,piece,either,friends,fields,eight,soldiers, believe,friendly,believed,neither,chief,tie,ancient,received, series,neighbors,pieces,foreign. Orbit 11: Language Adventure. Orbit 12: 1.you are 2.are not 3.it is 4.I am 5.you would 6.would not 7.do not 8.ought not 9.Polly is 10.I will; 1.I'd 2. should've 3.you'd 4.must've 5.he'll 6.they're 7.we'd 8.there's 9.could've 10.Ben'd. Current slang is optional.; hove,ol'chap, reckon,ain't.
MORPHOLOGY	Orbit 10: 9,12,10,1,7,13,6,3,4,5,8,11,2. Orbit 11: Optional answers give rise to the discussion of connotation and feelings. Orbit 12: 5,4,3,2,1; one who is the head, act of making a heading, to make it have a head letter, count through each head, to take the head off, headwear, headland (or words with similar meaning). Explain person: In ancient times the great spaces in theaters made it impossible to see faces. Masks were used with megaphonic mouthpieces for speech sounds of actors to come through; dramatis personae became the person as James Arness did Matt Dillon in Gunsmoke.
SYNTAX	Orbit 10: 1.(,)and,Annie 2.(,)but seventh 3.(,)but Annie 4.(,)and the 5.(,)but after 6.(,)and for 7.(,)but such 8.(,) but they; no,yes,yes,yes,no. Orbit 11: 1.Circle: just,as,so; Words; 2.Circle: not only,but,also; English settlers did become,They; 3.Circle: Neither,nor,They had not heard...; They had not used; 4.Circle: not only,but,also; Its... Orbit 12: 1.(,)but 2.(;)he 3.(,)and 4.yard,and 5.orchard; beyond 6.walnuts,and 7.words,but...
MISSION GO	Orbit 10: McCord,David,Take Sky (Explains verse form by examples.) Orbit 11: Born,Thomas,Understanding Language Series, Columbus: Xerox,1969. (Four phamplets on semantics with excepts from comics, cartoons, ... exercises as follow-up.) Funk,Hog on Ice; Wentworth,Dictionary of American Slang. Orbit 12: Leipold,Famous American Fiction. Ask as a quick paragraph-writing exercise for a finish to the scene in the model's conversation. Compare student writing to Mark Twain's summary as follows: "Tom gave up the brush with reluctance in his face but alacrity in his heart. And while the late steamer Big Missouri worked and sweated in the sun, the retired artist sat on a barrel in the shade close by, dangling his legs, munched his apple, and planned the slaughter of more innocents."

PROJECT TASK: *Identify equal and related ideas. Learn to use coordinating conjunctions to express equal and related ideas.*

A compound sentence is used to give two ideas equal importance. The ideas must be closely related. To join their equality a coordinating conjunction like and, but, for, nor, yet, is used. A comma (,) must be used before the conjunction. Change these ideas into compound sentences by adding a comma, a coordinating conjunction, and a capital letter if needed.

1. Andrew went aboard the Space Shuttle. Annie remained at the Master Word Station.
2. Eighth graders know the rules. Seventh graders obey the rules.
3. Andrew orbited the Master Word Station. Annie was nowhere.
4. You can change the period to a comma. The capital letter at the beginning of the second idea is changed to lower case if it is not a Proper NOUN.
5. Spell i before e. After c spell e before i.
6. For the sound / ā / spell e before i. For a small group of exceptions spell e before i.
7. Some words change a y to an i for a suffix. Such words are not governed by this rule.
8. Some words have i and e in separate syllables. They represent two separate vowel sounds in such words.

If the following sentences are compound, write yes. If they are not compound sentences, write no.

1. The Student Council met and reviewed the Handbook of Rules. _____
2. A Rules Committee was appointed, but the sponsor wanted the Principal on the committee. _____
3. Seventh graders are always subjected to teasing; morepver. eighth graders remember their treatment. _____
4. Good-natured practical jokes are acceptable, but harassment and possible injury are not acceptable. _____
5. Students need to know what behavior is expected. _____

PROJECT TASK: *Develop a uniform individual style for the capital cursive letters with a boat stroke.*

For capital cursive T and F many people join the boat stroke to the next letter in the word. Others do not. Choose the way that works best for you, but keep the stroke uniform. Try both ways first. Copy or trace the Base Payload words.

I To For Try Friends

eighth grader fate great

pear air stairs straight

dairy their tomatoes obey

prey break Great Great

Great Eight

From the very first date
Eighth grader's always say,
With an air of great fate,
How all rules they obey:

Never display their breaking weights,
Never spray dairy puff on stairs,
Never prey on seventh grade mates
By pelting tomatoes or pears.

PROJECT TASK: *Learn the ie-ei patterns in most words.*

One of the patterns for spelling the sound / ā / is ei in many words. Yet there are eight other ways to spell / ā /! When they were learning English, Andrew and Annie found many other words spelled ie. They decided these two letters were somewhat like the other Androidic Asteroid Antics; there must be a pattern to govern their use. This is the pattern Annie and Andrew discovered:

i before e unless it is after c OR sounds / ā /.

Later they found two kinds of exceptions. In a few words ci represents the sound / sh / as in ancient, efficient, glacier. Annie told Andrew that a nonsense sentence sometimes helped her memory. She made up this sentence for the other exceptions to i be fore e unless it is after c OR sounds / ā /:

> Neither leisured foreigner seized the counterfeit money because they saw the weird heifers on the heights above them.

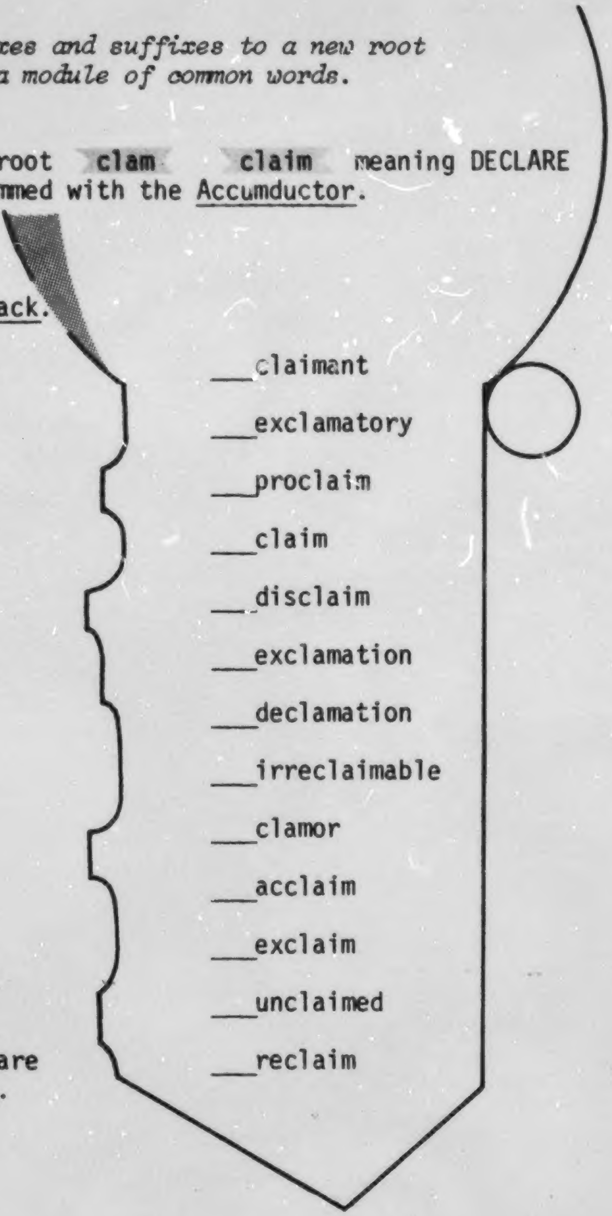
On this Orbit Andrew and Annie tuned into "C" SPACE forces and received a list of the 2000 most frequently used words in English textbooks for grades three through nine. The next thing they did was rule out words like qui'et and sci'ence where the two letters represent separate vowel sounds. Then they ruled out Antics in which y is changed to i like country = countries or story = stories. They found these nineteen words using the i before e Antic. Supply the missing letters.

1. Use th _ _ r rule.
2. Check each p _ _ ce of it.
3. _ _ ther one is only one sound.
4. Get your fr _ _ nds to help you.
5. Use the f _ _ lds of force in "C" SPACE.
6. Are you in Grade _ _ ght?
7. Does "C" SPACE need sold _ _ rs?
8. Can we be _ _ ve Andrew and Annie about "C" SPACE forces?
9. They seem fr _ _ ndly.
10. They have bel _ _ ved each other.
11. N _ _ ther one has lied.
12. Annie is ch _ _ f of the Accumductor.
13. They t _ _ together ideas.
14. Word Key Modules contain anc _ _ nt parts.
15. The Master Word Station has rec _ _ ved many roots.
16. Maybe Andrew and Annie can start a Space Ser _ _ s.
17. Planet Earth n _ _ ghbors would surely watch.
18. All of the p _ _ ces of English fit together.
19. It doesn't seem for _ _ gn any more.

PROJECT TASK: *Apply known prefixes and suffixes to a new root word to identify a module of common words.*

Compare your Word Key Module for the root clam claim meaning DECLARE or CRY OUT with this one Annie programmed with the Accumductor.

1. Declare a belonging.
2. Cry out for something to be back.
3. Not able to be reclaimed.
4. Crying out, a lot of racket.
5. Declare praise to some work.
6. Act of calling down from a speaker's platform.
7. Cry out the opposite, deny.
8. Cry out from yourself for all to hear.
9. One who declares a point or a possession.
10. Declare forward to all.
11. Not been declared.
12. Sentence that has the quality crying out strong feeling.
13. A mark of punctuation to declare the state of feeling sent out.



___claimant

___exclamatory

___proclaim

___claim

___disclaim

___exclamation

___declamation

___irreclaimable

___clamor

___acclaim

___exclaim

___unclaimed

___reclaim

PROJECT TASK: *Develop a uniform style for capital cursive S and G.*

Capital cursive S and G both begin with a three-line upcurve stroke and end with the boat stroke. Determine in your style to end the boat stroke just to the right of the point or to join it to the word. Practice these capital letters. Copy or trace the Base Payload words.

S G Sonic Galaxy

American artifacts language

advent adventure naturally

added raccoon canoe

familiar English

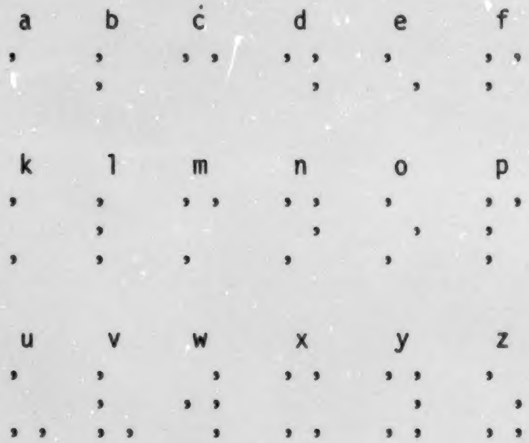
American English

Just as Helen Keller found no meaning in marks so words in themselves have no meaning. The advent of meaning is in the user. Examine the adventure for users of American English. Not only did the English settlers become familiar with the food and artifacts of the First Americans, but they also naturally added raccoon, canoe, and other Indian terms to their language.

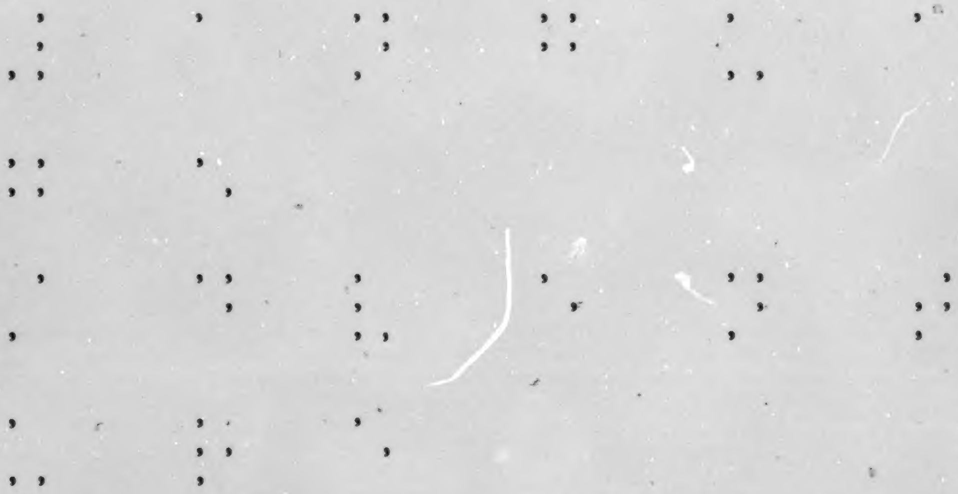
PROJECT TASK: *Recognize that a blind person must spell to read.*

Braille is a code system using dots in different positions in a braille cell:

1 . 4 . The dots are arranged to express the alphabet,
2 . 5 . numbers, and musical and chemical symbols.
3 . 6 .



Dot 6 is placed before a word to make it start with a capital letter. Read the following braille. Write it. ____________________ ____________________



PROJECT TASK: *Identify connotations associated with pleasant or unpleasant feelings.*

Andrew and Annie found the words below in your Word Key Modules. The meaning denoted by their word parts is given. Write what connotation you associate with the word and circle if it creates a pleasant or unpleasant feeling.

1. rigged (past tense of assemble) pleasant
   ____________________ unpleasant
2. spectacular (having quality to look at) pleasant
   ____________________ unpleasant
3. militancy (state of being a soldier) pleasant
   ____________________ unpleasant
4. prejudice (act of judging before) pleasant
   ____________________ unpleasant
5. awful (full of awe, surprise) pleasant
   ____________________ unpleasant
6. terrible (able to create terror) pleasant
   ____________________ unpleasant
7. First American (Indian) pleasant
   ____________________ unpleasant
8. Black American (Negro) pleasant
   ____________________ unpleasant

Find from advertising your own list of strongly connotative words.

PROJECT TASK: *Learn the purpose and form for compound sentences with correlating conjunctions.*

Compound sentences with correlating conjunctions are little used in our speech and conversation. They do have a place in expository writing. They serve to point out the relationship between two equal ideas. Conjunctions used include: neither...nor; either...or; as...so; not only...but also. (Sometime these conjunctions join compound parts in a sentence, too. Their presence is NOT the clue to a compound sentence.)

In the following sentences from the model circle the correlating conjunctions. Capitalize the necessary words to create two separate simple sentences and draw arrows if the word order requires a change.

1. Just as Helen Keller found no meaning in marks so words in themselves have no meaning.

   Which is more effective? compound sentence two simple sentences

2. Not only did the English settlers become familiar with the food and artifacts of the First Americans, but they also naturally added racoon, canoe, and other Indian terms to their language.

   Which do you like better? compound sentence two simple sentences

3. Neither had they heard of American inventions like bullfrog and popcorn, nor had they used the words brought by explorers and colonists from other countries.

   Which is better? compound sentence two simple sentences

4. Bureau not only means a desk, an office, government workers who conduct certain business, but its connotation in bureaucrat has also added a feeling of disrespect or doubt.

   Which pattern is better? compound sentence two simple sentences

PROJECT TASK: *Identify compound sentences connected by a semicolon.*

You have learned two patterns of compound sentences. You know that two ideas must be equal in importance and related to be proper for a compound sentence. The most common way to write such sentences is with a comma after the first idea and a coordinating conjunction beginning the second idea:

> Most of Mark Twain's stories are based on his experiences, but his autobiography itself is a collection of different memories about his life.

You also have learned that some equal and related ideas can be expressed with pairs of correlating conjunctions:

> Not only is Mark Twain's Adventures of Tom Sawyer a favorite book among young people, but also his Huckleberry Finn is a favorite of all ages.

A third way equal and related ideas can be joined is with a semicolon and no conjunction:

> Mark Twain is his pen name; Samuel Longhorn Clemens is his given name.

The following sentences are all compound sentences about Mark Twain. Place the needed punctuation and underline conjunctions.

1. Mark Twain was born in Missouri but his father had 75,000 acres in Tennessee.
2. The village had one hundred people he increased the population by one per cent.
3. He lived on his uncle's farm three or four months out of every year and he moved it to several locations for his books.
4. The farmhouse stood in the middle of a very large yard and the yard was fenced on three sides with rails and on the rear with high palings. (Mark Twain's sentence)
5. Beyond the palings was the orchard beyond the orchard were the Negro quarters and tobacco fields. (Mark Twain's sentence)
6. In the corner of the front yard were a dozen lofty hickory trees and a dozen black walnuts and in the nutting season riches were to be gathered there. (Mark Twain's sentence)
7. Many qualities of Mark Twain's mother became Tom Sawyer's Aunt Polly. She never used large words but she had a natural gift for making small ones do effective work. (Mark Twain's sentence)

PROJECT TASK: *Make capital cursive I and J consistently.*

You have decided now to stop the boat stroke or to continue it to the word. Make capital I consistent with capitals T, F, S, and G when it joins a word. Both I and J begin on the base line with a left-hand upcurve. Right-handed writers may make these two letters with difficulty just as left-handed writers sometimes have difficulty with right-hand strokes. Copy or trace the Base Payload words.

I Indian I'm January

aunt captain A Famous

Conversation it's you're

we're I'm weren't don't

oughtn't wouldn't I'll

A Famous Conversation

Tom was whitewashing with vigor, and Aunt Polly was retiring from the field with a slipper in her hand and triumph in her eye.

Ben Roger hove in sight presently. He was personating the *Big Missouri*. He was boat, captain, and engine-bells combined.

"Stop her, sir! Ting-a-ling!" The headway ran almost out and he drew up slowly toward the sidewalk.

Tom went on whitewashing.

"Hi! You're up a stump, ain't you!"

Tom surveyed his last touch with the eye of an artist. Ben ranged up alongside him. Tom's mouth watered for the apple Ben'd been munching, but he stuck to his work.

"Hello, old chap, you got to work?"

Tom wheeled suddenly and said, "Why it's you, Ben!"

"Say, I'm going swimming, I am. But of course you'd rather work, wouldn't you?"

PROJECT TASK: *In making contractions think of the two (or more) base words from more formal English. Identify slang and colloquialisms.*

Write the two base words that make up these contractions Mark Twain used:

1. You're ______________
2. aren't (ain't) ______________
3. it's ______________
4. I'm ______________
5. you'd ______________
6. wouldn't ______________
7. don't ______________
8. oughtn't ______________
9. Polly's ______________
10. I'll ______________

Write the contraction for these words:

1. I would ______________
2. should have ______________
3. you would ______________
4. must have ______________
5. he will ______________
6. they are ______________
7. we would ______________
8. there is ______________
9. could have ______________
10. Ben had ______________

It is hard to draw a line between slang and other kinds of informal English. Slang is more often used in speech than in writing, but its use in conversation promotes characterization. Common to all slang are the purposes for using it, such as novelty, vivid emphasis, being in the know, being modern. Most slang lives a short life. Some slang proves useful enough to remain part of informal English. List some current slang in your school:

blind date ______________ ______________

go steady ______________ ______________

Colloquialisms are words and expressions used primarily in one place or at one period of time. Find at least four in the model besides shucks.

______________________ ______________________

______________________ ______________________

PROJECT TASK: *Identify the prefix* **per-** *meaning THROUGH or PERFECTLY and the root* **capit** *meaning HEAD.*

When Annie received the prefix **per-** meaning THROUGH or PERFECTLY, she planned some sentences to match the Word Key Module. Match a number in the Key to the place in the sentence.

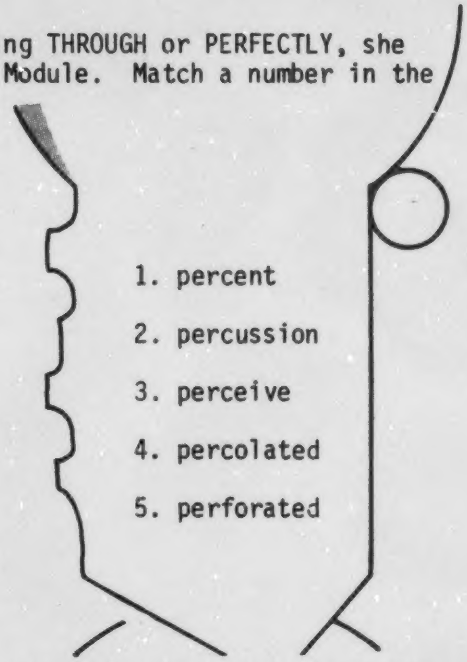
I could rip off my application along a ______line. (bored through)

One Space Shuttle crewman liked _____ coffee. (drip through)

Andrew and I know it takes practice to ______prefixes, roots, and suffixes. (meaning comes through)

The rhythm from the ______section of the band came through strongly. (sound through striking)

I want you to make a 100 ______ score. (through a hundred parts)



1. percent
2. percussion
3. perceive
4. percolated
5. perforated

Annie has not yet programmed meanings into the Word Key Module for **capit** (sometimes **capt**) meaning HEAD or CHIEF. Write meanings:

1.______________________________

2.______________________________

____

3.______________________________

____

4.______________________________

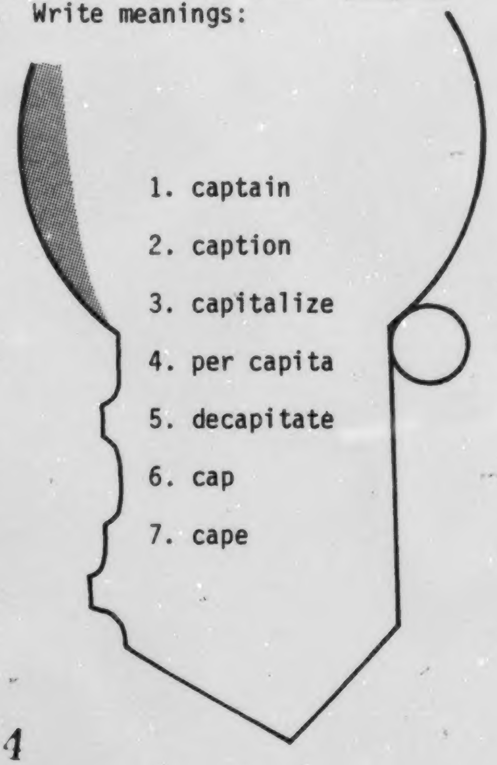
____

5.______________________________

____

6.______________________________

7.______________________________



1. captain
2. caption
3. capitalize
4. per capita
5. decapitate
6. cap
7. cape

TEACHING TAKEOFFS

TRACKING:	Orbit 13: Capital letters formed in a basic oval shape are A, O,C,E. Orbit 14: Capital letters using a three-line slant and retrace stroke are B,P,R. If an alternate loop stroke has been mastered instead, only consistency is required. Orbit 15: Capital L requires a change of direction. All provide models in cursive for copying or tracing of the Base Payloads.
PHONICS	Orbit 13: u,e,e,e,i,a,a,a,e,a,a,i,a,e-a,a,a,a,a,a,a,e,o,a,a,a. Orbit 14: a=pedal; e=defended,admitted; o=doctor,common; i=margin,rigid,acid,accident,stupid; ou=jealous,anxious,cousin; ai=certain,captain; Orbit 15: 1.manual,pedal,capital,dental, mental 2.original,mechanical,economical 3.approval,festival 4.responsible,sensible; C+le=crumble,wrestle,bicycle,people, example; al=hospital,several,carnival,liberal; el=quarrel; il=council; ial=cordially.
MORPHOLOGY	Orbit 13: 1.one who stands to the work, 2.standing in a manner with or together at a task, 3.act of standing in as a fact, 4.place to stand, 5.act of standing back, 6.that which stands against events; 1.tenant,contents,intent,retain; 1.intend 2.attention 3.tense 4.extend 5.detente. Orbit 14: 1.pedagogue 2.pediatrician 3.pedestal 4.pedometer 5.pedal 6.podiatry 7. pedestrian 8.podium 9.impede 10.impediment 11.expedite 12. expedition. Orbit 15: Label the man as from the back page of student MISSION 15; 1.record 2.discord 3.courage 4.cordially 5.according 6.concordance 7.electrocardiogram 8.cordate 9.core.
SNYTAX	Orbit 13: 1.Faire;indeed, 2.day;moreover, 3.ADVERB,indeed, 1.necessary;however, 2.students;nevertheless 3.practices; moreover 4.boring;however, 5.announcements;moreover. Orbit 14: 1.Dad 2.I 3.DAD 4.I 5.Dad 6.I 7.Dad 8.I; 1.The 2.He; 1.that, admitted, 2.laughed,; 1."Regulations...up," "Experienced... diaster." 2."Yes," "We're...that!"; 1."Glider...," argued." "They're...toy!" 2."Dad," asked, "may...Stan?"; 1.Yes,; 1.Paragraph #3. Orbit 15: 1.which...masterpieces,which,no commas. 2.which...1870,which,commas after Art and 1870. 3. which...Art,which,commas after Institute and Art. 4. which... Cloisters,which,no commas.5.who...Art,who,no commas.
MISSION GO	Orbit 13: Leipold,Famous American Fiction. Check the school library for filmstrips or records on Mark Twain. Orbit 14: Paul,Skysurfing. Orbit 15: Check the school library for art reference materials. Most adopted English textbooks have chapters on business letters.

PROJECT TASK: *Learn to use compound sentences with a conjunctive ADVERB.*

A fourth kind of compound sentence uses a conjunctive ADVERB; indeed, it is a conjunction because it connects and an ADVERB because it qualifies the relationship. Compound sentences are used to show two equal but related ideas. The conjunctive ADVERB tells how they are related. A semicolon (;) is used after the first idea and a comma (,) after the joining conjunctive ADVERB like however, moreover, consequently, indeed, furthermore, namely, nevertheless.

Punctuate these sentences from the model or exercise:

1. This week we're fortunate to have the Holiday Faire indeed students intend to sell their own crafts.
2. Attendance will be throughout the day moreover each craft booth will have an attendant in charge constantly.
3. A fourth kind of compound sentence uses a conjunctive ADVERB indeed it is a conjunction because it connects and an ADVERB because it qualifies the relationship.

Change the following sentence pairs into compound sentences with a conjunctive ADVERB correctly punctuated:

1. School announcements are necessary.
   They sometimes break into class work.
2. Student announcers get the attention of students.
   Uneasy announcers draw attention to themselves and not the news.
3. Written announcements need to be practiced.
   Unwritten announcements often fail to communicate the main idea.
4. Daily announcements get boring.
   Unannounced activity plans get confusing.
5. The principal should make most of the announcements.
   The school's code of behavior needs to be reviewed by him at times.

Write a compound sentence with a conjunctive ADVERB about your school's bulletin.

PROJECT TASK: *Begin capital A, O, C, and E at the third line with an oval stroke left.*

These capital letters all begin at the top. Al but O join the word at the base line. Capital O ends with a small left-hand loop between the third and second lines upon the completion of the oval shape. Keep capital E and C an oval shape. Copy or trace the Base Payload words.

O A C E O A C E

everything fortunate bulletin

honestly vegetable holiday

necklace assistant pleasant

omen attention normally

intend honestly Morning Bulletin

Morning Bulletin

The morning bulletin normally began the school day. "May we have your attention, please. This week we're fortunate to have the Holiday Faire; indeed, students intend to sell their own crafts."

"Honestly, we'll have everything from cutting boards for vegetables to omen necklaces," an assistant added in a pleasant tone.

"I'm a little embarrassed by my craft," tuned in a tense, husky voice.

PROJECT TASK: *Identify how unaccented syllables often spell / u / with an a or an e.*

The following words from the Payloads are written in syllables. Place the accent mark after the accented syllable. Find from the Payloads how the / u / sound is spelled in the unaccented syllable.

for t_____ nate

bul l_____ tin

hon _____st ly

veg _____ ta ble

hol _____ day

neck l_____ce

as sis t_____nt

pleas _____nt

o m_____n

_____t ten tion

nor m_____l ly

_____n tend

_____s sis tance

_____m bar r_____ ss

ig nor _____nt

choc o l_____te

v_____ nil la

_____t tend _____nce

con st_____nt ly

wa f_____r

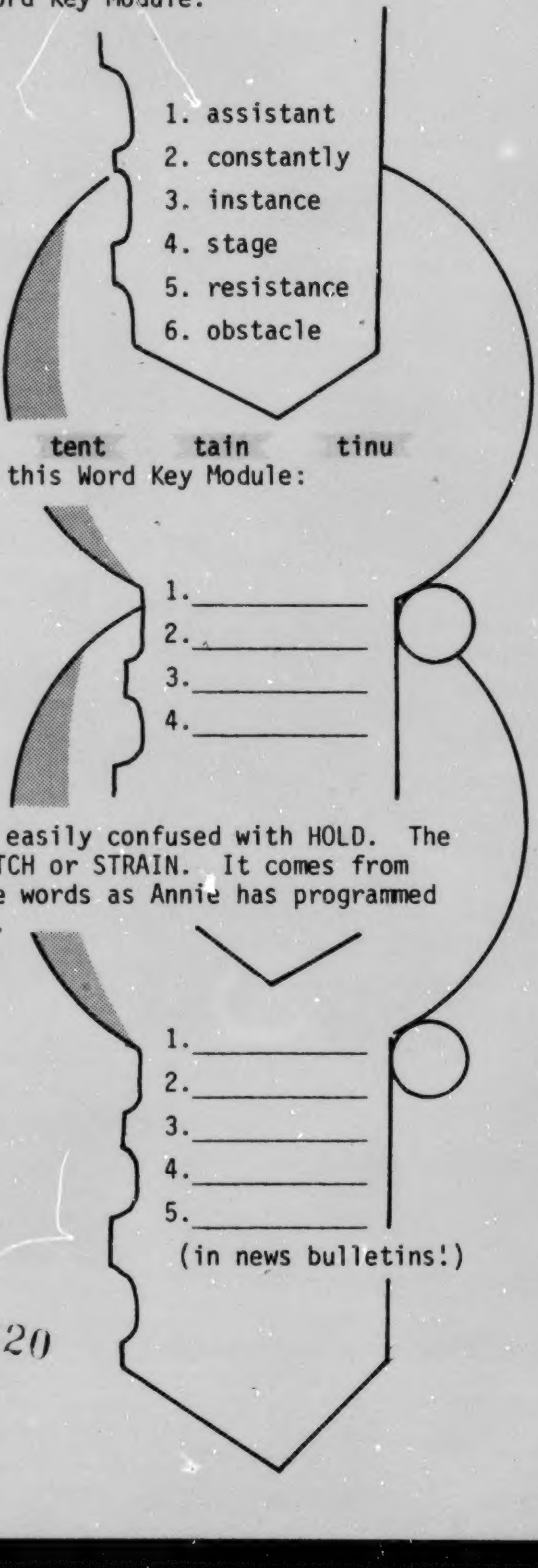
spon s_____rs

in f_____nt

in st_____nce

cat _____ log

PROJECT TASK: *Review the roots for STAND and HOLD. Learn the root* ***tent*** ***tens*** *for STRETCH, STRAIN.*



In Galaxy 7 you learned the root **sta** **stit** **sist** **stet** means STAND. Provide the meanings below for the Word Key Module.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

1. assistant
2. constantly
3. instance
4. stage
5. resistance
6. obstacle

You learned the root meaning HOLD is **ten** **tent** **tain** **tinu** from the LATIN word teneo. Add the words to this Word Key Module:

1. One who holds a lease on a house.
2. What is held together.
3. Holding one's mind in a matter.
4. Hold back.

1. ____________
2. ____________
3. ____________
4. ____________

This MISSION the Space Shuttle brings a root easily confused with HOLD. The root **tend** **tens** **tent** means STRETCH or STRAIN. It comes from the LATIN tendere meaning STRETCH. Write the words as Annie has programmed meanings for you. Find them in the Payloads.

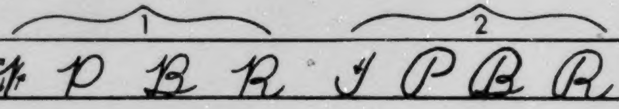
1. stretch into
2. act of stretching one's mind to a task
3. stretched tight as one's nerves
4. stretch beyond a certain limit
5. Every relaxation of strained relations between countries of the world gives hope for peace. (put strain down or away)

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

(in news bulletins!)

PROJECT TASK: *Establish a uniform way to make capitals B, P, R. Make quotation marks at the third line.*

Study the two ways to make capital P, B, and R. Notice that in each style all three begin alike. If you use the first style, be careful with the retrace stroke. If you use the second style, be sure to round each letter at the top. Capital P does not join other letters in a word. Trace or copy the Base Payload words.



"Ray!" Paul said, "Be there!"

cousin stupid certain " "

captain jealous anxious

doctor accident common

pedal Hang Glider

Hang Glider

"Your cousin was stupid," Dad advised with a certain tone like that of an army captain.

I was jealous of Cousin Stan's hang glider. Anxiously I remarked, "The doctor said he'd pull through."

"Yes, we're thankful for that," Dad admitted, "But glider accidents are still all too common. They're no pedal toy!"

PROJECT TASK: *Learn the spellings for the sound / u /.*

Andrew kept Grover busy on this SONIC ROUNDUP, and then they missed a few from the Payloads. Find the words missing and write them into the correct channel.

/ u / = a

sofa
giant
distant
pleasant
infant

____

/ u / = e

enough
contended
asserted
turbulent
equipment

____

____

/ u / = o

of
other
love
front
bishop
completely
galloping
contended
harmony
tongue
vigor

____

____

/ u / = i

pupil
simplicity
reality
gratitude
definitely
charity
definite

____

____

____

____

____

/ u / = u

frustrating
discuss
disturbed
turnbuckles
manufacturer

/ u / = ou

previously
conscious

____

____

____

/ u / = ai

villain
bargain

____

____

/ u / = oe

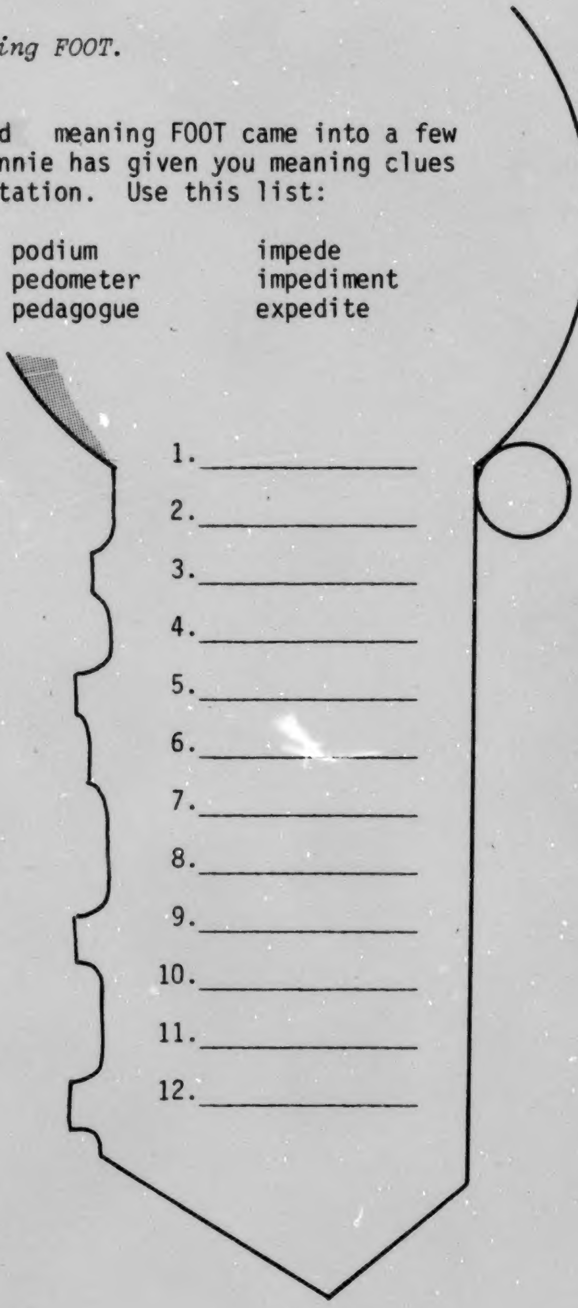
does

PROJECT TASK: *Identify the root meaning FOOT.*

Annie explained how the root pod ped meaning FOOT came into a few of our words. Write the words for which Annie has given you meaning clues for a Word Key Module at the Master Word Station. Use this list:

expedition
pedal
pedestrian
pediatrician
podiatry
pedestal
podium
pedometer
pedagogue
impede
impediment
expedite

1. a Greek name for a teacher of children (boys in Greek times).
2. A doctor who specializes in the care of children.
3. The base or foot of a statue or monument.
4. An instrument to measure the distance walked.
5. Relating to the foot, or a part of a machine for the foot.
6. That branch of medicine that treats the feet. It is pronounced po die'a tree.
7. One who crosses the street on foot.
8. A platform or speaker's stand.
9. Hinder or get the feet entangled in.
10. State of having one's feet (or means of progress) entangled in a hindrance.
11. Free or get out one who is caught by the foot (or means of progress).
12. Act of walking out on one's feet to do a special task.



1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________
8. ______________
9. ______________
10. ______________
11. ______________
12. ______________

PROJECT TASK: *Learn to punctuate direct quotations.*

In writing conversation a new paragraph begins each time the scene switches to another speaker. For the eight paragraphs of the model write the speaker on the following lines:

1._______ 3._______ 5._______ 7._______

2._______ 4._______ 6._______ 8._______

The first word of a direct quotation is capitalized. Sometimes the first word appears to be in the middle of a sentence. It is still capitalized. Circle the words in the following examples which have a capital letter because they are the first word of a direct quotation:

1. I was jealous of Cousin Stan's hang glider. Anxiously, I remarked, "The doctor said he'd pull through."
2. I knew there was a lot of truth to what Dad said. I just laughed, "He hasn't broken his neck yet!"

A comma is used to set off the direct quotation from the words that tell who is speaking. In the following sentences circle the commas which perform this function:

1. "Yes, we're thankful for that, Dad admitted, "but glider accidents are still all too common."
2. I just laughed, "He hasn't broken his neck yet!"

Quotation marks show the exact words of a speaker. Place quotation marks in the following to show the exact words of the speaker. If one sentence follows another, wait with the quotation marks until the end of speaking.

1. Regulations are still being set up Dad explained Experienced fliers know that the turnbuckles have to be properly adjusted. If the rigid camber of the glider's keel is disturbed, it can mean disaster.
2. Yes Dad admitted We're thankful for that.

The end punctuation for a sentence which is a direct quotation comes before the quotation marks. Place end punctuation and quotation marks in these:

1. Glider accidents are all too common Dad argued They're no pedal toy
2. Dad I asked may I go with you to see Stan

Interrupting words in a direct quotation are set off by a comma just as in regular sentences. Circle the commas which set off interrupting words or phrases in these quotes:

1. "Yes, we're thankful for that," Dad admitted.

If a direct quotation is broken by the words telling the speaker, the sentence of the quote continues without a capital letter. Paragraph Number _____is a good example in the model.

PROJECT TASK: *Identify Relative PRONOUNS and Subordinate Clauses in complex sentences.*

A complex sentence contains a main idea and one or more subordinate, related but less-important, ideas. One way to express a subordinate idea is as an ADJECTIVE to help explain a NOUN or PRONOUN in the main idea. A Relative PRONOUN (who, whom, whose, whoever, whomever, that, which) begins the Subordinate Clause. If the clause helps point out exactly which NOUN or PRONOUN the writer means, it is NOT set off by commas. If it merely explains more fully a NOUN or PRONOUN it IS set off by commas.

Idea One: The Metropolitan Museum of Art has permanent collections.
Idea Two: It is in New York City.

Idea One is the more important idea. Idea Two can be placed in a Subordinate Clause with the Relative PRONOUN which. It merely adds information, so the commas are used to set off the clause.

The Metropolitan Museum of Art, which is in New York City, has permanent collections.

Idea One: The collections are permanent.
Idea Two: The collections span 5000 years of civilization.

Idea Two is the more important. Idea One can be placed in a Subordinate Clause with a Relative PRONOUN. The clause is necessary to tell exactly the collections the writer means; therefore, no commas are used.

The collections which are permanent in the Metropolitian Museum of Art span 5000 years of civilization.

In the following sentences underline the Subordinate Clause. Circle the Relative PRONOUN. Place commas if they are needed.

1. Reproductions which are color copies of the masterpieces can be purchased from the Metropolitan Museum of Art.
2. The collection of the Metropolitan Museum of Art which was established in 1870 is the most comprehensive in the Western Hemisphere.
3. The Costume Institute which is a special section of the Metropolitan Museum of Art has articles of dress from all over the world.
4. A branch of the Metropolitan Museum of Art which is called The Cloisters is devoted to the art and architecture of the Middle Ages.
5. Some students who were familiar with the Metropolitan Museum of Art asked the Student Council to purchase copies for the Art Festival from it.

PROJECT TASK: *Make capital cursive L with a smooth change of direction.*

Notice that capital cursive L begins at a point between the second and third lines with a left-hand loop. The down stroke to the base line and into a right-hand loop is on a slant consistent with your own established slant style. Keep all letters consistent to it. Trace or copy Base Payload words:

L L 1111 Liftoff Lane

special wrestle bicycle

hospital several color

people example copies

carnival council quarrel

cordially couldn't who

1111 Liftoff Lane
Los Altos, CA 94022
January 12, 1981

Ms. Connie Concord
New York Graphic Society
140 Greenwich Avenue
Greenwich, CT 07830

Dear Ms. Concord:

Several of our students who have been at our hospital have seen your special color copies of famous paintings. From their reports to Student Council, some like one about a carnival. Others like one about wrestlers, for example. Still others like one of people on bicycles. We couldn't quarrel about the use of such copies for a school project. Would you fill our order on the approval of our school principal?

Cordially yours,

Corky Core
Student Treasurer

PROJECT TASK: *Identify suffixes with the sound / ul / and establish a memory pattern for other words ending in / ul /.*

Add words from the Payloads to be examples of the following suffixes.

1. The suffix -al meaning HAVING or LIKE is added to many roots:

________________HAVING to do with the hands.

________________HAVING to do with the feet.

________________HAVING to do with the head of things.

________________HAVING to do with the teeth.

________________HAVING to do with the mind.

2. The same suffix -al meaning HAVING or LIKE makes ADJECTIVES from NOUNS.

________________HAVING to do with the origin.

________________HAVING to do with mechanics

________________HAVING to do with economics or money.

3. This same suffix can also make NOUNS out of VERBS or Complements.

________________THE STATE OF approving.

________________THE ACT OF BEING festive.

4. The suffix -able , -ible meaning ABLE makes ADJECTIVES.

________________ABLE to respond.

________________ABLE to sense.

Other words with the sound / ul / must be kept in a visual SONIC ROUNDUP.

/ ul / = Consonant + le

____

____

____

____

____

/ ul / = al

principal
liberal

____

____

____

____

/ ul / = el

counsel (like the counselor)
cancel
nickel
barrel
angel

____

/ ul / = il

civil
tonsils

____________(group)

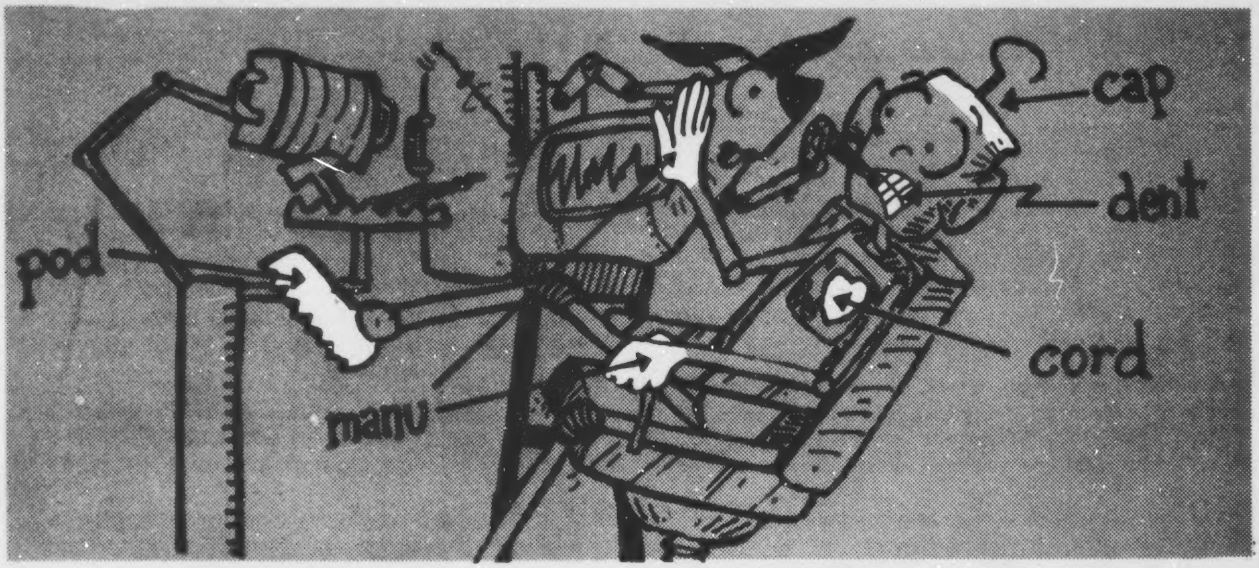
/ ul / = with the suffix -al
base adds / ch / = di or ti

essential
substantial

________________________(in the manner like it is felt in the heart)

PROJECT TASK: *Learn variations of the root for HEART.*

Annie talked Andrew and Grover into demonstrating all the roots you have learned for body parts.



Program the Word Key Module for the root **cor** **cord** **card** **cour** meaning HEART from the meaning clues Annie has made.

1. put in some form to be kept so that one can go back to the heart of the matter
2. unhappiness not of or opposite to the heart
3. act of taking heart
4. in a manner like it is felt from from the heart
5. agreeing or to the heart
6. the act of agreeing with others others on the feelings in the heart
7. a record of the heart beat by by electrical impulses
8. to make in the shape of a heart or the name for leaves so shaped.
9. the heart of the apple

1._______________

2._______________

3._______________

4._______________

5._______________

6._______________

7._______________

8._______________

9._______________

TEACHING TAKEOFFS

TRACKING Review the forms of capital cursive letters and their joining strokes to words.

PHONICS Orbit 16: 1.legislator 2.particular,familiar,similar 3.formerly, earlier 4.legislature,gesture,fracture; firmly,confirmed,affirm; er=every,were,terms,interval; ear=years,earlier. Orbit 17: holiday,consumers,everybody,honors,sweethearts,products,often, propaganda,wrong,because,bombarding,aren't,Valentine. Orbit 18: /e/,/i/,/e/,/ā/,/a/,/u/; 1./ē/ 2./e/ 3./i/ 4./i/ 5./e/ 6./e/ 7./ā/ 8./ā/ 9..a. 10./u/ 11./u/ 12./o/; 1.ea 2.a 3.ou 4.oe 5.ie 6.ea 7.ai 8.ey 9.ough 10.ey11.e 12.ie.

MORPHOLOGY Orbit 16: 1.select 2.illegal 3.legitimate 4.secede 5.seclusion 6.legislature 7.secret 8.legalize 9.secretary 10.legal 11. separate 12.legislator 13.security 14.legacy Orbit 17: 1.lead forward 2.take away or lead down 3.lead together 4.lead back 5.act of leading out 6.act of leading into a conclusion; 1.assumption 2.consume 3.resume 4.presume 5.consumable 6. sumptuous. Orbit 18: Prefixes=apart,together(with),not (opposite),back(again),before,thoroughly,out(from),to(toward), forward; Roots=answer,run,fold,make,people,come,head,body, power,stretch,foot,heart,law,lead,use up,people,claim; Suffixes=one who,make,able,full of,like,like,state of,like, state of,state of,state of,those who,state of,one who,one who, state of,place where.

SYNTAX Orbit 16: 1.whom...November,whom to officers,no commas. 2. that...elected,that to time,no commas; that...terms,that to time,no commas. 3.which...Constitution,which to purpose, comma after purpose and after Constitution. 1.when...office, when to becomes,no comma. 2.After...Congress,after to adjourn, comma after Congress. Orbit 17: 1.that...wrong,that 2.that... himself,that 3.that...techniques,that; 1.which...Presidents, which to products 2.that...words,that to statements 3.that... needs,that to things 4.that...rejected,that to anything, that...it,that to product 5.in which...withheld,which to cardstacking; 1.before...paid,before,before to sees. 2.Because... products,because,because to knows 3.so that...needs,so that, so that to makes. Orbit 18: 1.J 2.H 3.F 4.B 5.L 6.H 7.F 8.I 9.E 10.K 11.A 12.H 13.F 14.L 15.I 16.B 17.E 18.K.

MISSION GO Orbit 16: See Orbit 9, Orbit 17: Consumer Reports (magazine) Orbit 18: Hersey,John,Hiroshima; Ellis,Knowing the Atom Nucleus; Potter,Young People's Book of Atomic Energy; Beeler, Experiments with Atomics.

PROJECT TASK: *Identify dependent Subordinate Clauses as ADJECTIVES or ADVERBS and learn to punctuate them.*

Dependent Subordinate Clauses which function as ADJECTIVES begin with a Relative PRONOUN (who, whom, whose, which, that, whoever, whomever). If they help define exactly the NOUN or PRONOUN which the clause describes they are NOT SET OFF by commas. If they merely add more information about a specific NOUN or PRONOUN, commas SET THEM OFF from the main idea.

In these sentences from the model underline the dependent Subordinate Clause. Draw an arrow from its Relative PRONOUN to the NOUN or PRONOUN in the main idea to which it relates. Insert commas if they are needed.

1. National officers whom voters elected in November formerly did not take office until March 4.
2. Amendment 20 cut down the earlier interval between the time that particular officers were elected and the time that they began their terms.
3. The oath's purpose which is confirmed in Article 2 of the Constitution states, "I..."

* * * * * * * * * * * * * * * * *

Dependent Subordinate Clauses which function as ADVERBS begin with a Subordinate Conjunction (after, although, as, as if, as long as, because, before, how, if, in order that, since, so that, that, though, till, unless, when, where, while, why). A dependent ADVERB clause will qualify a VERB, ADJECTIVE, or ADVERB in the main idea statement by telling when, where, why, or how about it. If an ADVERB clause begins a sentence, it is SET OFF by a comma. NO comma is used when the ADVERB clause comes at the end of a sentence.

In these sentences from the model underline the dependent ADVERB clause. Draw an arrow from the Subordinate Conjunction to the word in the main idea statement which it limits. Insert any commas needed.

1. An incoming President actually becomes the new President when he exercises the oath of office.
2. After the new President speaks to Congress both houses of the legislature adjourn.

PROJECT TASK: *Begin capital cursive Q, Z, X, and W with uniform strokes.*

Each of these letters begins with a loop and a curve. Notice the parts of Q which touch the base line. The loop of Z crosses at the base line. The X is made with two strokes and W has three short retrace strokes. Trace or copy the Base Payload words.

Q Z X W

every firmly formerly terms

officers were earlier interval

particular legislators years

January President Amendment

Vice-President Inauguration Day

Inauguration Day

National officers whom voters elected in November formerly did not take office until March 4. Amendment 20 cut down the earlier interval between the time that particular officers were elected and the time that they began their terms. Today terms for the legislators begin on January 3 at noon. The terms for the President and Vice-President begin firmly at noon on January 20 every four years.

PROJECT TASK: *Identify common suffixes sounding / ur / and group other words into spelling patterns.*

Recognizing the sound / ur / as one of the following suffixes gives a firm clue to spelling. Complete each with words from the Payloads.

1. The suffix -or meaning ONE WHO or THAT WHICH very often has a companion VERB stating the action.

operate = operator
vibrate = vibrator
imitate = imitator
educate = educator

visit = visitor
edit = editor
act = actor
legislate = ____________

2. The suffix -ar makes many ADJECTIVES in the positive degree.

popular
circular ____________ ____________
regular
singular ____________

3. The suffix -er makes ADJECTIVES of the comparative degree meaning MORE.

stronger
older
prettier ____________(ly) ____________

4. The suffix -ure makes NOUNS meaning STATE, ACT, RANK OF...

pressure
temperature____________ ____________
posture
signature ____________

Words that are derived, or built from, a base word will generally keep the spelling of the base word.

serve
observe
observers
observation
observatory

firm
____
____
____

Using Andrew Write's trick of a SONIC ROUNDUP is another way to group and remember sounds with a great number of spelling patterns.

/ ur / = er (not a suffix)

certificate
controversy ____________
co-operation
emergency ____________
interpret
observed ____________
preserve
administered____________

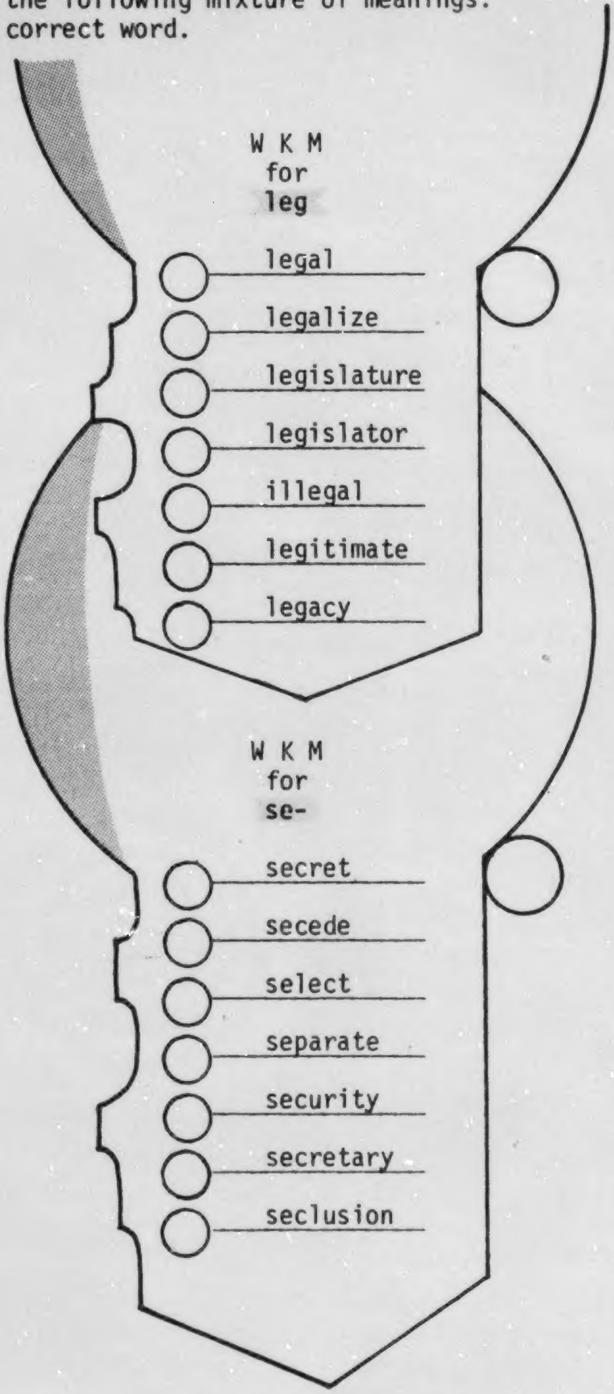
/ ur / = ear

research
earnestly
____
____

PROJECT TASK: *Learn the prefix* **se-** *meaning APART, ASIDE and the root* **leg** *meaning LAW.*

To demonstrate the unique capabilities of the Accumductor to program Word Key Modules for Annie, she put into it the following mixture of meanings. Match the number of the meaning to the correct word.

1. set apart
2. not lawful
3. having the quality of being legal
4. go apart as the South did in 1861
5. state of being set apart
6. the group who makes the laws
7. a thing apart
8. to make a thing related to law
9. a place where or one who holds secrets
10. related to the law
11. to make things apart
12. one who belongs to the group making laws
13. state of being apart from danger
14. gift or inheritance granted by law


W K M
for
leg
legal
legalize
legislature
legislator
illegal
legitimate
legacy
W K M
for
se-
secret
secede
select
separate
security
secretary
seclusion

SKYWRITING ORBIT 17 Galaxy 8

PROJECT TASK: *Review capital cursive D and L.*

Capital D does not join the word as L does. Both have a down-curve stroke ending in a small right-hand loop which rests on and returns to the base line. Trace or copy the Base Payload words.

L D L D

watch often wrong products

honor everybody sweethearts

aren't because holiday

consumer bombarded Pros

propaganda Consumer

Consumer Pros

Everybody who goes shopping is a consumer. No one is more bombarded by propaganda than the American consumer. Often before he gets his holiday bills paid, he sees products which honor sweethearts and great Presidents. Because stores are in business to sell products, the consumer knows that the stores aren't wrong. He knows that he has to watch out for himself.

PROJECT TASK: *Discern the sound / o / and its spellings.*

You have learned the six "smile" vowel sounds. Say them in this order of the vowel circle: / ē /, / i /, / e /, / ā /, / a /, and / u /. Feel your lips gradually move from the smile into a more open position. Feel your tongue and jaw drop down the steps with each sound. The sound / o / is the first of the open sounds because your mouth is nearly shaped like a circle. It is usually spelled o, but in a few words is ea, a, and au (by some dictionaries in some words).

Andrew had a secret message to send to Annie. He had Grover deliver it, but he still put part of it in SONIC STATIC, or jumbled words. Write the words to complete Andrew's Valentine to Annie.

Annie,

I've been watching Planet Earth.

They have a special______________

yoildah coming called Valentine's

Day. I understand from their

______________ russomcen that

______________ dryveeboy________

shoorn his ______________tharsetewes

with lavish ______________scroptud.

______________ netof I've been fooled

by ______________ nagapproad, so I

don't want to be ______________ grown.

______________ seabcue I enjoy you

and our Orbits in MISSION WRITE, I'm

______________ gindrabmob you with

this question, "______________ tan're

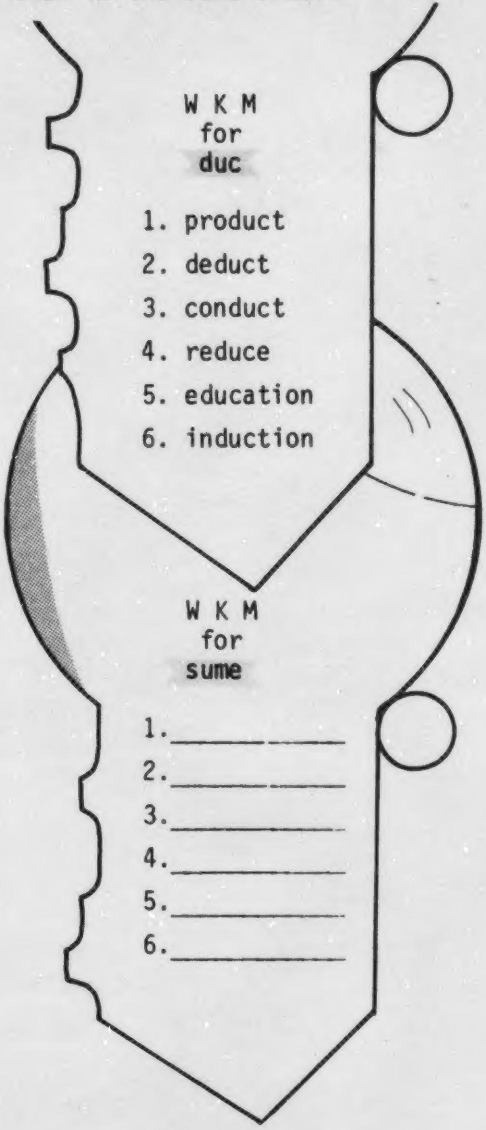
you my ______________TEENNILAV?"

Andy

PROJECT TASK: *Learn the root* ***sume*** ***sump*** *meaning TAKE, USE UP, WASTE. Review common prefixes and suffixes combining with it and the root meaning LEAD.*

The first Word Key Module is already programmed into the Master Word Station from Galaxy 7. Write the meaning clues for the words on it. The second WKM has meanings provided; you write the words for them in the same order.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________



W K M
for
duc

1. product
2. deduct
3. conduct
4. reduce
5. education
6. induction

W K M
for
sume

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________

1. The act of taking to be true to your belief.
2. To use up together with others.
3. To take up again.
4. To take too much upon oneself beforehand.
5. Able to be used up.
6. Lavish, full of things to be used.

PROJECT TASK: *Learn to use dependent Subordinate Clauses as NOUNS, and review their uses as ADJECTIVES and ADVERBS.*

The Relative PRONOUN that usually introduces dependent Subordinate Clauses which are used as NOUNS. NOUN clauses can function in the same way that an NOUN or PRONOUN functions: subject, complement, direct object, object of a preposition, or indirect object. Most often they are direct objects, and very often the Relative PRONOUN is left out of the clause.

In the following sentences from the model underline the Subordinate Clause which functions as the direct object. Circle the Relative PRONOUN which introduces the clause and stands as the subject of the NOUN clause.

1. Because stores are in business to sell products, the consumer knows that the stores aren't wrong.
2. He knows that he has to watch out for himself.
3. The consumer pro comprehends that all buying appeals use propaganda techniques.

In the following sentences the Relative PRONOUNS that or which introduce a Subordinate Clause which functions as an ADJECTIVE. Underline the clause and draw an arrow from that or which to the NOUN or PRONOUN which the clause describes.

1. Often before he gets his holiday bills paid, he sees products which honor sweethearts or great Presidents.
2. He concentrates on the truth of statements that are filled with glittering generalities and virtue words.
3. The practical consumer pro makes a budget of income and expenses so that he can purchase first the things that fit his needs.
4. Anything that is widely respected or rejected promptly hints to the consumer a transfer of the same feeling to a product that is associated with it.
5. Finally, the consumer pro recognizes cardstacking in which only some facts are given and others are withheld.

As a point of review, Subordinate Clauses can also function as ADVERBS. In the following sentences underline the dependent Subordinate Clause and circle the Subordinate Conjunction. Draw an arrow from the Subordinate Conjunction to the word which the ADVERB clause qualifies or limits.

1. Often before he gets his holiday bills paid, he sees products which honor sweethearts and great Presidents.
2. Because stores are in business to sell products, the consumer knows that the stores aren't wrong.
3. The practical consumer pro makes a budget of income and expenses so that he can purchase first the things that fit his needs.

PROJECT TASK: *Take a POSTTEST on complex sentences, their parts and functions.*

For each sentence from the model listed below you will find an underlined part numbered. Write the letter from these possible answers to identify the part or punctuation needed.

A. comma
B. no comma
C. capital letter
D. quotation marks
E. Subordinate Conjunction
F. Relative PRONOUN
G. semicolon
H. ADJECTIVE clause
I. ADVERB clause
J. NOUN clause
K. VERB it limits
L. NOUN it limits

____ 1. The ancient Greeks thought that all matter was made up of atoms.

____ 2. The last two centuries have brought a squad of scientists who have unlocked the atom itself.

____ 3. who (above)

____ 4. after scientists (above)

____ 5. scientists (above)

____ 6. They pooled the greatest quantity of money that had ever been spent on a weapons project.

____ 7. that (above)

____ 8. When two atomic bombs were dropped a month later on Japan, World War II was halted.

____ 9. When (above)

____10. was halted (above)

____11. after Japan (above)

____12. It has a hollow ring four miles in circumference in which a proton beam travels 200,000 miles per second.

____13. which (above)

____14. ring (above)

____15. Particle accelerators from California to New York sprawl in circular and linear quarters while their keepers plot the secrets of atom smashing and beyond.

____16. after quarters (above)

____17. while (above)

____18. sprawl (above)

PROJECT TASK: *Show uniformity in style in cursive handwriting, including numbers.*

Numerals are the same height as t and d. Like letters they are slanted.

1 2 3 4 5 6 7 8 9 0

brought squads atom thought

unlocked born uncorks force

monstrous shocks scientists

ancient Greeks

Atom Smasher

Atom Smasher

The ancient Greeks thought that all matter was made up of atoms. The last two centuries have brought squads of scientists who have unlocked the atom itself. From the job that they did was born an atom smasher which uncorks monstrous shocks of force.

PROJECT TASK: *Take a POSTTEST on the first seven sounds of the vowel circle.*

POSTTEST

1. Write the six smile vowel sounds of the vowel circle in the order in which the tongue and jaw drop down the steps:

/___/ /___/ /___/ /___/ /___/ /___/

2. For each group of words, write the vowel sound underlined.

1. busy, teacher, believe, Wednesday /___/
2. Indians, journey, complete, easy /___/
3. Indians, mountain, since, bicycle /___/
4. surface, curtain /___/
5. treasure, several /___/
6. said, already, says, anyone /___/
7. weigh, campaign, Monday /___/
8. straight, they, great, eighth /___/
9. language, Indian /___/
10. fortunate, holiday, omen /___/
11. common, cousin, captain, jealous /___/
12. watch, honor, sweetheart /___/

3. In the following fill in the blank space with the letters that spell the vowel sound and the word.

1. ah____d /e/
2. ____ren"t /o/
3. c____sin /u/
4. d____s /u/
5. fr____nd /e/
6. sk____n /i/
7. p____d /ā/
8. journ____ /ē/
9. br____t /o/
10. th____ /ā/
11. unt____l /i/
12. p____ce /ē/

PROJECT TASK: *Take a POSTTEST on the 42 prefixes, roots, and suffixes you have learned or reviewed in Galaxy 8.*

The lists contain meanings to write on the blanks. You may use some more than once. Some you may not use at all.

use up
lead
law
body
like

foot
hand
heart
head
apart

people
come
make
run
claim
power

fold
answer
before
stretch
able to
full of

state, act, or quality of...
those who...
one who...
forward
thoroughly
out, from

to, toward
back, again
not, opposite
together, with
place where

Prefixes

se- ____________

cum-, con-, co-,
com-, col-, cor- ____________

dis-, di-, dif- ____________

re- ____________

pre- ____________

per- ____________

ex- ____________

ad-, ab-, ac-,
af-, ag-, al-,
am-, ap-, ar-,
as-, at- ____________

pro- ____________

Roots

spond ____________

cur ____________

plic, plex,
ply ____________

fic, fect,
fact ____________

dem, demo ____________

ven, vene,
vent ____________

cap ____________

corp ____________

crat, crac ____________

tend, tent,
tens ____________

pod, ped ____________

cord ____________

lex, leg ____________

duc, duce ____________

sume ____________

pop ____________

clam ____________

Suffixes

-an, -ian ____________

-ize ____________

-able, -ible ____________

-ous, -ful ____________

-al ____________

-ic ____________

-ment ____________

-ish ____________

-ity ____________

-ure ____________

-sion, -tion ____________

-ents ____________

-ency, -ancy ____________

-ant ____________

-er, -or ____________

-ship ____________

-ary, -ery
-ory ____________

The number is from American Heritage's Word Frequency Book (1971). It shows how many times the word appeared in its sampling of over 5 million words in 17 content areas of grades three through nine textbooks.

about 12946
accident 176
added 972
advent 11
adventure 152
against 1755
ahead 639
airplane 298
already 1002
always 2657
Amendment 24
Americans 527
anxious 88
any 5023
anyone 552
are 35454
aren't 239
artifacts 3
Asia 381
assistant 50
atom 225
attention 471
attracted 107
banjo 32
because 4207
belief 82
bicycle 182
body 1783
bombarded 7
born 637
break 516
brought 1357
bulletin 49
busy 495
California 432
campaign 92
canoe 164
captain 367
captive 21
carnival 43
carried 909
carry 940
certain 1198

choice 207
colonial 102
colonists 149
color 1109
Columbus 222
common 1174
compete 34
complete 1445
consumer 21
control 556
copies 50
cordially 8
could 8585
couldn't 879
council 101
country 2357
countries 853
couple 204
cousin 109
contain 80
dairy 131
dance 608
dances 139
dancing 251
deadline 4
December 121
decide 540
decided 777
different 3926
doctor 406
don't 2881
each 14290
earlier 283
early 1439
East 364
easy 894
editor 69
eighth 91
election 108
England 859
English 1564
Europe 760
every 3398

everybody 390
everything 1005
examine 190
example 1939
exploration 68
fad 4
familiar 406
fate 61
firmly 172
force 651
fortunate 52
forward 591
friends 1061
gatherings 11
grade 175
gratefully 13
great 3855
had 20511
harbor 184
headline 26
high 2237
historian 22
history 726
holiday 109
honestly 20
honor 204
hospital 154
I'll 1604
I'm 1848
imagine 381
incredible 37
India 304
Indian 1044
Indians 1283
infection 37
instead 998
intend 34
interval 57
it's 2178
itself 872
January 156
jealous 28
journey 257

just 5858
know 5655
language 1041
learn 1674
legislature 50
lessons 5
live 2431
lose 268
lumber 154
many 12158
Monday 107
monstrous 18
nation 510
naturally 159
necklace 69
neither 402
newcomer 19
normally 76
November 136
obey 89
ocean 843
officers 153
often 2611
omen 7
one 19976
one-third 40
oughtn't 2
our 5777
outfitted 4
own 3006
paid 392
particular 406
partner 112
party 625
pear 32
picnic 128
piece 1198
pleasant 281
pleasure 166
president 198
President 602
prey 109
products 1044

propaganda 12
puppet 39
quarrel 53
quest 18
question 895
raccoon 64
ready 1207
reason 701
registered 25
respond 54
return 532
said 15309
seconds 239
seek 119
seekers 9
settler 20
settlers 369
several 1801
share 354
shocks 29

should 3470
skateboard 0
skin 677
sign 615
since 2041
someone 908
special 1192
spectator 12
sport 117
spread 531
squad 16
square 965
stairs 184
stayed 339
stirred 88
straight 797
stretches 89
stupid 69
summer 1048
surface 1281

sweetheart 14
swing 189
teacher 836
terms 425
their 13258
there 15194
thought 2835
through 5442
tomatoes 49
too 5071
treasure 109
Tuesday 73
twelve 339
two 10085
understanding 289
United States 1836
upcoming 2
used 5607
usual 313
vegetable 112

very 5997
Vice-President 20
voters 57
watch 969
waterway 34
weigh 199
were 17031
we're 423
weren't 176
which 14016
whine 13
without 2392
wouldn't 642
wrestle 8
wrong 606
yarn 86
yearbook 2
years 3966
your 15311
you're 844

* *

THE THIRD 100 MOST USED WORDS

These words in American Heritage's Word Frequency Book (1971) ranked in the third one hundred most frequently used words. The first two hundred are listed in Galaxy 7 on the backs of the Base Payload lists. (The words are listed in this rank order by a mathematical computation which considers the frequency with which they were used in all of the content areas.)

school 2599
important 2588
until 2596
1- 3222
form 2720
food 2801
keep 2509
children 2575
feet 2545
land 2953
side 2532
without 2392
boy 2529
once 2435
animals 2625
life 2612
enough 2263
took 2490
sometimes 2278
four 2357
head 2457
above 2298
kind 2262
began 2491
almost 2324

live 2431
page 2831
got 2626
earth 2690
need 2281
far 2250
hand 2316
high 2237
year 2277
mother 2343
light 2376
parts 2331
country 2357
father 2245
let 2176
night 2307
following 2680
2- 3030
picture 2500
being 2092
study 2581
second 2094
eyes 2303
soon 2129
times 2051

story 2237
boys 2155
since 2041
white 2085
days 2003
ever 2036
paper 2372
hard 1980
near 1985
sentence 3122
better 1911
best 1884
across 1942
during 1924
today 1923
others 1903
however 1914
sure 1956
means 1962
knew 2044
it's 2178
try 1958
told 2028
young 1920
miles 2146

sun 1977
ways 1899
thing 1828
whole 1886
hear 2154
example 1939
heard 1988
several 1801
change 1854
answer 2002
room 1801
sea 1812
against 1755
top 1741
turned 1785
3- 2638
learn 1674
point 1904
city 1843
play 2113
toward 1690
five 1725
using 1825
himself 1789
usually 1712

*The number is from American Heritage's Word Frequency Book (1971). It shows how many times the word appeared in its sampling of over 5 million words in 17 content area textbooks from grades three through nine. (*shows it is on the Base Payload and underlined on the Power Payload.)*

abilities 33
absolutely 70
acceptable 45
accident 176
according 403
accordion 11
actually 462
adjustment 32
administered 14
admitted 100
advent 11*
advertising 45
advised 39
affectionate 18
affirmed 5
agree 263
altitude 145
altogether 113
anticipate 8
anxiously 75
apparently 126
appeals 29
application 58
applying 47
area 1403
arrangement 145
article 253
artificial 79
Asia 381*
aspect 53
assemble 38
asserted 7
assistance 39
atmosphere 395
attendance 10
attendant 10
attention 471
balance 263
ballet 89
ballot 11

barrel 86
begged 97
believing 28
bouquet 13
budget 42
bulletin 49*
bullfrog 18
bureau 25
camber 3
Canada 271
candidate 59
capable 86
capacity 63
capital 597
capitol 14
captain 367*
captive 21*
carnival 43*
cautiously 54
certain 1198*
challenge 106
charity 19
charming 65
Chicago 236
Chief Justice
chocolate 143
choose 731
chowder 15
Christianity 50
circular 92
citizenship 33
coffin 22
college 226
colonies 265*
Columbus 222*
combined 203
command 152
commitment 7
compared 160
compete 34*

complicated 143
compliment 17
concentration 35
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The number is from American Heritage's Word Frequency Book *(1971). It shows how many times the word appeared in its sampling of over 5 million words in 17 content area textbooks from grades three through nine.*

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TEACHING TAKEOFFS

TRACKING Orbit 19: POSTTEST in visualizing before responding. Orbits 21-22: Capitals that do and those that don't join the word are grouped for review.

PHONICS Orbit 19: (Some may be optional depending upon local speech patterns.) talk,lot,lots,saw,gaunt,long,shawl,thought,honest, odd,Todd,office,lawyer,Congress,smart,talked. Orbit 20: o=obey, opposite,propose,hero,broken; oCe=close,clothes,broken,propose, supposed; or=shore,scored; ol=cold,payrolls; oe=foe Orbit 21: o=immobile,odor; oCe=whole,sole,choke; oa=foam; ow=flow,lowered.

MORPHOLOGY Orbit 19: 1.ante meridiem 2.antefix 3.handsomely 4.ancestor 5.success 6.' 7.recess 8.antecedent 9.lonesome 10.secession 11.concede 12.procedure (If you're mine.) Orbit 20: 5,4,8,7, 9,3,10,11,12,2,1; 13.set forward=propose, 14.to make in a place against=opposite, 15.in a manner like it is set=positively 16.placed after=postponed (optional order). Discuss pro pose' V. and pur'pose N. Orbit 21: missile,fertile,ductile,percentile, mobile,projectile; 9,1,3,10,4,8,7,6,5,2

SYNTAX Orbit 19: 1.is 2.tell 3.is 4.agrees 5.is 6.was 7.are 8.was 9.I 10.me 11.he 12.likes 13.its 14.began 15.brought 16.come 17.worse 18.well Orbit 20: 1.George Washington,was 2.outlook, was 3.James Monroe,was 4.Washington and Continentals,were 5.Layfette and Benjamin Franklin,were; 1.Anyone,feels 2.Each, was 3.Neither,navy,nor,army,was; (discuss meaning of subject) 1.Many,were 2.people,were 3.Years of conflict,was; 1.Victory and Articles of Confederation,were 2.delegates and desire,were 3.man,commands. Orbit 21: 1.they,subject 2.they,complement 3.he,subject 4.she,subject 5.she,complement 6.Who,subject; 1. him,direct object 2.them,obj. of a prep. 3.them,indirect object 4.whom,obj. of a prep. 5.them,direct object 6.whoever,subject of clause.

MISSION GO Orbit 19: Sandburg,Carl,Abraham Lincoln (Also see the abridged version of The Prairie Years called Abe Lincoln Grows Up.); American Heritage,Abraham Lincoln in Peace and War; Nathan, Lincoln's America. Orbit 20: Judson,George Washington; California Association of Realtors,Pageant of the Presidents. Orbit 21: Cycle World and Cycling (magazines).

PROJECT TASK: *Take a PRETEST on usage. Underline the correct choice.*

PRETEST

1. Many biographies have been written about Abraham Lincoln, but none (is, are) more complete than Carl Sandburg's.

2. Three volumes of the biography (tell, tells) researched details of Lincoln's life.

3. The Prairie Years, which is the first of the three volumes, (is, are) about Lincoln's boyhood and youth.

4. Anyone reading the books (agree, agrees) with Sandburg that Lincoln was a strange friend and a friendly stranger.

5. A majority of the votes (is, are) one over half.

6. The electoral college, not a majority of the popular votes, (was, were) what elected Lincoln.

7. There (is, are) some strong arguments for the electoral college plan.

8. Lincoln's strength (was, were) logic tempered with wit.

9. Everybody on the committee and (I, me) read about the Lincoln-Douglas Debates.

10. The teacher asked the chairman and (I, me) for our report on Lincoln.

11. In a skit we were Douglas and (he, him) debating slavery.

12. Each of the students in class (like, likes) that kind of report.

13. Either a skit or a construction project requires (its, their) research.

14. Lincoln (began, begun) growing a beard after his nomination.

15. Trains in Springfield had (bring, brung, brought) passengers to see the President-elect.

16. Some of the passengers were office seekers who had (came, come) to gain the favor of the new President.

17. Their requests wore on Lincoln (worse, worser) than the signs of war.

18. Lincoln spoke (good, well).

PROJECT TASK: *Make legibly the cursive capital and lower case letters that are not similar.*

There are 17 cursive letters in which the capital is quite different from the lower case. Visualize each. Write only those pairs that are different on another paper. Compare yours with this. Copy or trace the Base Payload words.

POSTTEST

Bb Dd Ee Ff Gg Hh Ii

Jj Kk Ll Pp Qq Rr Ss

Tt Ww Xx

all taught caught bought

talked often awful awesome

thoughtless lawyer odds

Abraham Lincoln succeeded

supplies Springfield

Abraham Lincoln

All of his life Abraham Lincoln succeeded against awesome odds. From his family he learned hard work, but he taught himself to read, write, figure, and speak before people. When he ran his country store, he caught people who bought supplies and talked to them often. As a crewman on a flatboat to the South, he saw awful and thoughtless treatment of slaves. Back in Springfield he succeeded in becoming a lawyer.

PROJECT TASK: *Underline all of the places you hear / o / or / aw/.*

In the Choral Reading parts are designated for five boys and six girls. In other parts only the boys or only the girls speak. The "U" stands for unison, meaning everyone speaks.

ABRAHAM LINCOLN

by Stephen Vincent Binet

B1 Lincoln was a long man.
B2 He liked out-of-doors.
B3 He liked the wind blowing
And the talk in country stores.

B4 He liked telling stories.
B5 He liked telling jokes.
U "Abe's quite a character,"
Said quite a lot of folks.

G Lots of folks in Springfield
Saw him every day,
Walking down the street
In his gaunt, long way.

Shawl around his shoulders,
Letters in his hat,
U "That's Abe Lincoln."
G They thought no more than that.

G1 Knew that he was honest,
G2 Guessed that he was odd,
G3 Knew he had a cross wife
Though she was a Todd.

G4 Knew he had three little boys
Who liked to shout and play,
G5 Knew he had a lot of debts
It took him years to pay.

G6 Knew his clothes and knew his house,
B1 "That's his office, here.
Blame good lawyer, on the whole,
Though he's sort of queer.

"Sure he went to Congress, once.
But he didn't stay.
Can't expect us all to be
Smart as Henry Clay.

B "Need a man for troubled times?
Well, I guess we do.
Wonder who we'll ever find?
Yes...I wonder who."

U That is how they met and talked,
Knowing and unknowing.
G1 Lincoln was the green pine.
U Lincoln kept on growing.

PROJECT TASK: *Identify the prefix* ***ante-*** *meaning BEFORE, the root* ***cede*** ***ceed*** ***cess*** *meaning GO, and the suffix* ***-some*** *meaning LIKE TO A GREAT DEGREE.*

In the Sonic Phonics Orbit 17 Andrew sent Annie a special secret note. He asked her a very important question. This is her answer.

Dear Andy,

You caught me by surprise! Yes, for centuries Earthlings have had their custom you asked about in your note. A religious figure gave it his name, but the Greeks long before had their mythical god Eros whom the Romans adopted as their Cupid. You have your answer below. All you have to do is use the word parts the Orbiter brought me this MISSION and the clues I'm giving you.

1. _ _ _ _ _ _ _ △ _ _ _ _
2. a n t e f i x
3. _ _ _ _ _ _ _ _ _ △
4. _ _ _ _ _ _ △ _
5. _ △ _ _ _ _ _
6. △
7. △ _ _ _ _ _
8. _ _ _ _ _ _ _ △ _ _
9. _ _ _ _ _ _ △ _
10. _ _ _ _ _ _ △ _ _
11. _ _ △ _ _ _ _
12. _ _ _ _ _ _ _ _ △

Annie

CLUES

1. A.M. is the abbreviation. It means before the middle of the day.
2. Architects fix the structure before the roof and over the ends of beams.
3. In a manner like a fine gentleman.
4. One who goes before you in your family lineage. (ante- is shortened)
5. When you go on under any kind of difficulty. (sub- changes form)
6. Punctuation for a contraction.
7. Go back out to play.
8. NOUN or PRONOUN which goes before in the sentence to which a PRONOUN refers.
9. Like being alone.
10. The act of going apart as the South did in 1860.
11. Go along with someone's idea.
12. The act of going forward by certain steps.

PROJECT TASK: *Control the horizontal spacing between the capital letter which does not join the word and the next letter in the word.*

Practice these capital letters which do not join the word, but add one more lower case letter to establish space control. Copy or trace the Base Payload list.

Da Ta Fa Oa Pa Va Xa Wa

George Washington foe close

military obey clothes broken

open payrolls opposite propose

suppose scored share hero

political talent victory cold

celebrating

George Washington

George Washington, historians propose, was neither a military nor a political wizard. What talent or gift was making him a national hero? Someone was holding the Continental Army together. Men with only their muskets from the fields were close to him. Many in the cold winters with few clothes, little food, and broken payrolls were obeying him. On Christmas night, 1776, his men got into open boats and crossed the Delaware River. On the opposite shore, where the foe supposed that everybody was celebrating, Washington's men scored a victory.

PROJECT TASK: *Classify the spellings of the sound / ō /.*

Andrew Write discovered the SONIC ROUNDUP to help "visualize" groups of words with one vowel sound spelled the same. The sound / ō / can be spelled ten or eleven different ways. MISSION 20 explores some of them. Finish Andrew's groupings.

/ ō / = o in an open syllable

o pen
bo nus
no ble
prop o si tion
mo tive
tro phy
ap pro pri ate
as so ci ate
as so ci a tion
fe ro cious
he ro ism
tes ti mo ny
di plo ma
en clo sure
lo cal ly
ro tate
ra ti o

____
____
____
____
____

/ ō / = o + Consonant + e

postponed
purpose
expos + ure

____
____
____
____
____

/ ō / + l

enrolling
soldier

____
____

/ ō / + r

shortage
victory
George

____
____

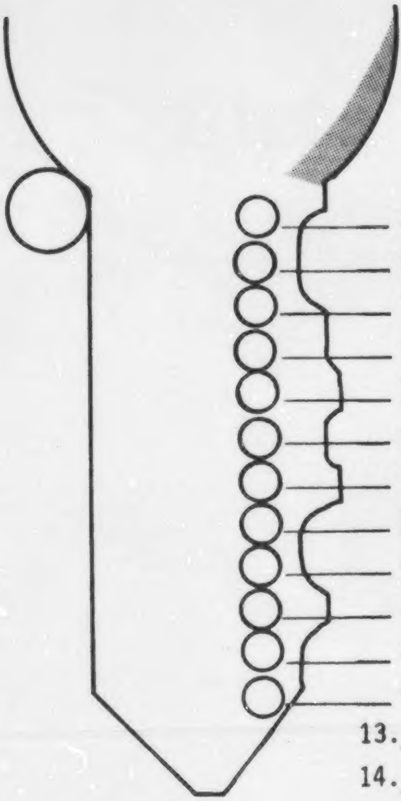
/ ō / = oe

toe
Negroes

____

PROJECT TASK: *Add to the Word Key Module for* ***pos*** ***pon*** ***pound*** *meaning PLACE or SET.*

Here is the Word Key Module programmed in Orbit 27 of Galaxy 7 for this root. Review it and add the four new words from the Payloads. Include both the words and their meanings according to prefixes and suffixes.



place or position one holds
place down a payment
a NOUN placed next to one meaning the same
act of placing elements together
place out in the light
place one thing over another
result of placement
place under consideration
act of placing forward an idea
result of placing before its object
result of placing the body
quality of setting down definitely
13. ______________________________
14. ______________________________
15. ______________________________
16. ______________________________

1. posture
2. preposition
3. superimpose
4. deposit
5. post
6. positive
7. composition
8. appositive
9. expose
10. position
11. suppose
12. proposition
13. __________
14. __________
15. __________
16. __________

PROJECT TASK: *Learn the ways VERBS must agree with their subjects.*

A single subject requires a single VERB, and a plural subject requires a plural VERB even if a phrase or clause comes between them. Underline the correct choice of VERB and the subject that goes with it.

1. George Washington, unlike some other national heroes, (was, were) neither a military nor a political wizard.
2. The outlook for George Washington as he led the remanant of his army across the Delaware River (was, were) grim.
3. James Monroe, among Washington's casualties, (was, were) wounded.
4. Washington and his Continentals (was, were) slow to see the threat to Philadelphia.
5. Lafayette and Benjamin Franklin (was, were) successful in getting help from France.

The Indefinite PRONOUNS are always singular and require a singular VERB. They are anybody, anything, anyone, each, either, everybody, everything, everyone, neither, nobody, no one, nothing, one, somebody, something. Underline the correct choice of the VERB and the subject that goes with it.

1. Anyone who reads the campaign plans of the Continental Army (feel, feels) their cause looked bleak.
2. Each of the frigates built for the Continental Navy (was, were) no match to the Royal Navy controlling American waters.
3. Neither the world's greatest navy nor a well-trained army (was, were) made an advantage by Britain's wartime leaders.

Some words can be either singular or plural depending upon what they mean. Underline the correct VERB and its subject.

1. Many of the battles of the War for Independence (were, was) useless.
2. Some people in both America and Britain (was, were) opposed to the war.
3. Eight years of conflict (was, were) a unifying force to the American colonies.

Subjects joined by and require a plural VERB, but subjects joined by or require the VERB to agree with the closest subject. Underline the correct choice of the VERB and the subject that determines the choice.

1. Victory on the battlefield and the Articles of Confederation (was, were) soon unable to keep the states working together.
2. Fifty-five state delegates and a strong desire to create a good government plan (was, were) the beginnings of a Constitution.
3. These delegates or any man among them (command, commands) our respect.

PROJECT TASK: *Use Nominative and Objective forms of PRONOUNS correctly.*

The Nominative form of Personal PRONOUNS and Relative PRONOUNS is used when they function as the subject or complement, alone or compound. (I, we, you, he, she, it, they, who, whoever) Underline the correct form in these sentences and write its function on the line.

1. (They, Them) and the manager of the motocross course agreed to the rules.

   ____

2. Most of the spectators were their parents and (they, them).

   ____

3. Mr. Zealand and (he, him) were elected by the parents to run the course.

   ____

4. Some of the mothers and (she, her) requested a Girls' Day at the course.

   ____

5. Part of the Rules Committee was Mr. Zealand and (she, her).

   ____

6. (Who, Whom) of the participants must cooperate with the rules?

   ____

The Object form of the Personal PRONOUNS and Relative PRONOUNS is used when they function as a direct object, an indirect object, or as the object of a preposition. (me, us, you, him, her, it, them, whom, whomever) Underline the correct form and write its function on the line.

1. A program on TV interested my brother and (he, him) in motocross.

   ____

2. All they needed was a place for their sponsors and (they, them) to build a track.

   ____

3. One of the parents leased their manager and (they, them) a vacant acreage near town.

   ____

4. For (who, whom) did he request insurance coverage?

   ____

5. The TV program filmed both (they, them) and the girls.

   ____

6. They sent the posters to (whoever, whomever) would display them.

   ____

PROJECT TASK: *Establish uniform horizontal spacing between the most used capital letters and the words they join directly.*

When capital letters join the word, the stroke going into an up-curve or an overcurve is smooth. Copy or trace the words from the Base Payload.

Aa Ba Ha Ia Ma Sa Ta Ya

Joe lowered choke foam odor

flow sole immobile

looseness peered knobby

palms flexed sporty

Bicycle Motocross

Bicycle Motocross

Joe lowered his head and peered at the green flag. He felt the palms of his hands choke down on his bike's handlebar grips. He glanced at the foam crossbar pads and the sporty shocks on the front forks. He sniffed the new odor of his own knobby dirt tires. He forced a looseness to flow down his flexed legs to the sole of his foot, immobile but ready on the pedal.

PROJECT TASK: *Classify the spellings for the sound / ō /.*

Andrew began a SONIC ROUNDUP for / ō / in Orbit 20. Help him finish it from the Payloads for MISSION 21.

/ ō / = o in an open syllable

mo tion less
mo bil it y
im pro vised
mo to cross
mo ment
____
____

/ ō / = oCe

impose
episode
envelope
mode
diagnose
loneliness
telescope
exploded
thrones
frozen
____
____
____

/ ō / = oa

boastful
charcoal
goals
loathe
oath
____

/ ō / = ow

bestow
borrowed
shallow
____
____

/ ō / = oe

Joe
doe
foe
toe
Negroes

/ ō / = ou (even with r)

poultry
course
pour

/ ō / = ough

though
dough

/ ō / = ew

sew

/ ō / = oll

roll
knoll
droll

PROJECT TASK: *Learn the root for MOVE and a suffix for CAPABLE OF or RELATING TO.*

The Space Shuttle brought to the Master Word Station the suffix **-ile** meaning RELATED TO, SUITED FOR, or OF....Annie and Andrew use a device they call a Space Ladder to help them see if a prefix, a root, or a suffix makes a sensible connection. Attach **-ile** to roots you already know. If it makes a sensible word, write the word.

miss ______________________________

fert ______________________________

duct ______________________________

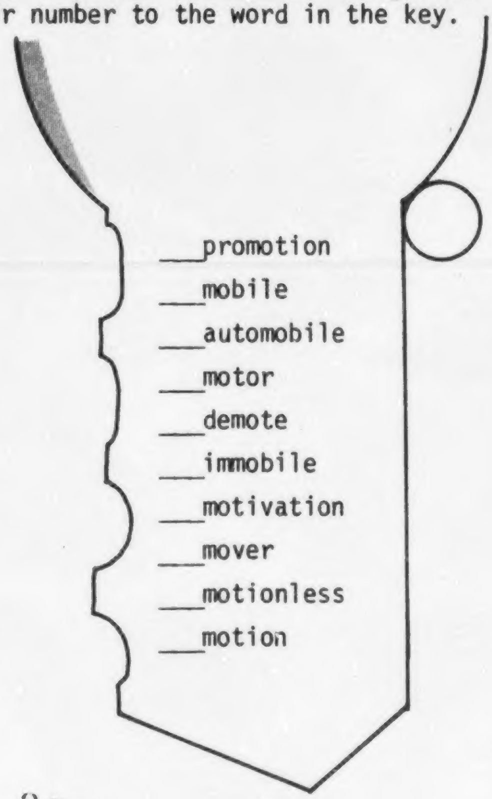
percent ______________________________

mob ______________________________

project ______________________________

Program a Word Key Module for the root **mot** **mob** **mov** meaning MOVE. Annie has supplied the meanings. Match their number to the word in the key.

1. capable of being moved
2. act of moving
3. vehicle which moves itself
4. move down in rank
5. without the act of moving
6. one who moves
7. the act of causing one to move
8. not suited to being moved
9. act of moving to a higher position
10. that which makes a thing move



___promotion

___mobile

___automobile

___motor

___demote

___immobile

___motivation

___mover

___motionless

___motion

TEACHING TAKEOFFS

TRACKING	Spacing between letters and between words must be uniform. The end stroke on words must be consistent for uniform handwriting.
PHONICS	Orbit 22: o͝o=book,flood,cookies,good-bye; u=usual,colorful; /yo͝or/=security,sure,endure,Europe,fury,bureau,cure,pure, luxury. Orbit 23: choo,choo,baboon,spooning,prunes,swooping, moons,noon,sleuthing,fruit,juice,toot,toot,fluting,Food, recruit,hooting,choosing,groups,two,cruising,canoe.
MORPHOLOGY	Orbit 22: 1.sit before 2.to make something (usually financial support) sit under 3.to sit with or together (to think over a proposal usually) 4.those who sit back (in a neighborhood or community) 5.sit in 6.one who sits before (to preside over the business usually) 7.having the quality of the condition of sitting or settling (usually the kind of rock laid down in water) 8.relating to one who sits 9.one who sits opposite or disagrees Orbit 23: vital,vitality,survive,vitalizing, vivisection,vivacious,revived,vitamins.
SNYTAX	Orbit 22: 1.its,city 2.their,city and Sister City 3.their,cities 4.their,athletes and reporters 5.its,place 6.his,nobody 7.their, someone and she 8.each,her 9.his,neither 10.his,everyone 11.his,Joe or friend 12.her,girl or lady. Orbit 23: P.#1=was, had,followed,chose,included,were; P#2=has improved,have given, have been,have consumed;P#3=will have included,will have performed,will have sustained,will have protected,will have removed,will have provided,will have gotten,will have chosen.
MISSION GO	Orbit 22: Conrad,San Francisco; Sunset,San Francisco. Library Reference on other cities. Orbit 23: Jacobs,Better Physical Fitness for Girls; Orr,Food, the Substance of Life.

PROJECT TASK: *Learn to make PRONOUNS agree with their antecedents.*

If the antecedent (the NOUN that goes before it) is singular, the PRONOUN referring to it must be singular:

my he she it his hers him her mine

If the antecedent is plural, the PRONOUN referring to it must be plural.

they them their theirs

Two singular NOUNS or PRONOUNS joined by and require a plural PRONOUN to refer to them. In the following sentences underline the correct choice.

1. The city by the Golden Gate and (it, its, she) Sister City
2. across the bay have (its, their, theirs) attractions for tourists.
3. The cities have many sports events in (it, their theirs) stadiums.
4. Athletes and reporters like to have (his, their, her) assignments in these cities.
5. A place of charm has (its, her, their) admirers, too.

When the antecedent is an Indefinite PRONOUN (anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, something) the PRONOUN referring to it must be singular. Underline the correct choices:

6. Nobody had bought (their, his) ticket yet.
7. Someone else and she had ordered (hers, their) tickets earlier.
8. Each one made (her, their, him) own reservations.
9. Neither one of the tourists could find (his, their) seat.
10. Everyone in the contest donated (their, his) award money to the new pool.

When the antecedent is two or more singular NOUNS or PRONOUNS joined by or or nor, the PRONOUN referring to each is singular.

11. Joe or his friend next to him dropped (their, his) pass.
12. The girl with the green umbrella or the lady in the white raincoat has left (their, his, her) purse.

SKYWRITING ORBIT 22

Galaxy 8

PROJECT TASK: *Establish horizontal spacing between letters that join and between words.*

The amount of space between letters in a word must be uniform as it is between words. Punctuation requires a space like a letter. Copy or trace the Base Payload words.

What did the San Francisco tour miss ?

book tourists flood cookies

good-bye neighborhood usual

overlooked Chinatown bread

Cow Palace Candlestick Park

Fisherman's Wharf Golden Gate

San Francisco Tour

Each of us has in his own neighborhood a place of charm overlooked by both tourists and us. Here in San Francisco the usual tourist sees the world's largest natural harbor. He floods Chinatown and Fisherman's Wharf. He books Candlestick Park and crowds Cow Palace. He eats fortune cookies, French bread, and cracked crab. As he says good-bye to the Golden Gate, has he overlooked something?

PROJECT TASK: *Identify the spellings for / o͝o / and the common practice of ur becoming / o͝o / + / r / in many words.*

Three round sounds proceed from / ō / in which the lips are in a round circle and the tongue is in the lowest position in the back of the mouth. "Ōh, lo͝ok! Food!" gives you the sequence in the vowel circle. Finish this SONIC ROUNDUP from words in the Payloads:

/ o͝o / = oo	/ o͝o / = ou	/ o͝o / = u
crooked	your	fulfill
livelihood	tour	pulpit
misunderstood	tourism	unusual
nook	tourists	bulletin
overlooked	tournament	studying
neighborhood	detour	assure
______________		assuring
______________		assurance
______________		temperature
______________		capsule (?)
		______________
		______________

Is your ur yo͝or?

Here's a note Andrew wrote Annie. Underline every word in which his ur is / y / + / o͝o / + / r /.

Hi, Security Snook,

I wasn't sure I'd endure my flight over Europe. The fury of a Sonic Storm caught me. I called the Master Bureau, but they didn't have a cure. It was pure luck I made it back into orbit. Seeing you again will be a luxury.

Andrew

PROJECT TASK: *Learn common applications for the root for SIT*

The root **sid** **sed** comes from a Latin word sedere meaning SIT. Annie needs the meaning clue to finish programming the Accumductor for a Word Key Module. Supply each meaning clue from the exact meaning of the prefixes or suffixes attached to the root for SIT.

1. ______________________________
____

2. ______________________________
____

3. ______________________________
____

4. ______________________________
____

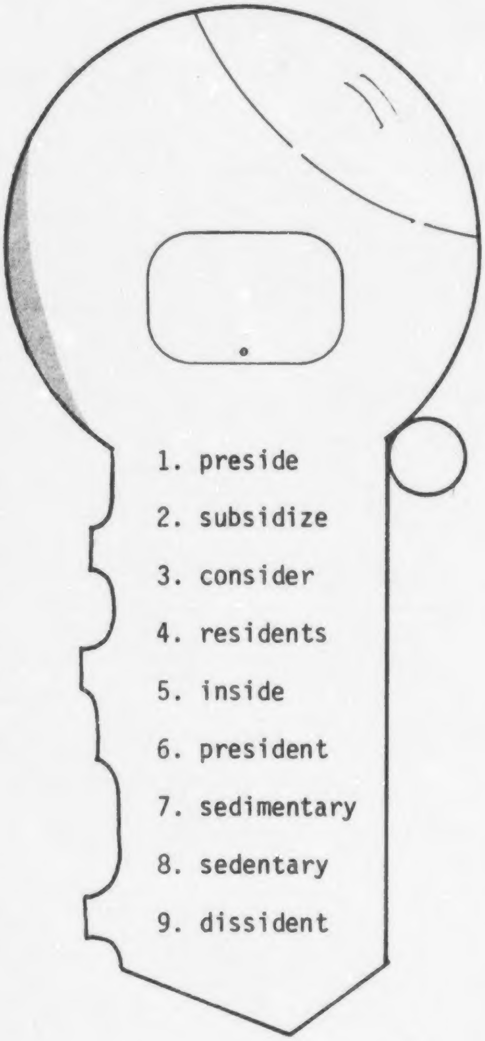
5. ______________________________
____

6. ______________________________
____

7. ______________________________
____

8. ______________________________
____

9. ______________________________
____



1. preside
2. subsidize
3. consider
4. residents
5. inside
6. president
7. sedimentary
8. sedentary
9. dissident

SKYWRITING ORBIT 23

Galaxy 8

PROJECT TASK: *End all words uniformly.*

End the last letter in each word with a stroke the height of an i. It is made just as an i except the stroke stops before the retrace. Copy or trace the Base Payload words.

When you get food fits, choose fitness foods.

rule group include nutrition

nutrient suited vital heat

daily growth repair functions

energy Food for Fitness

Food for Fitness

Your nutrition is the result of your body's use of food. You have good nutrition if you follow a fitness rule. Choose daily from each of the four food groups. You include the vital nutrients that are suited to your body's growth, its repair, its functions, its heat, and its energy.

PROJECT TASK: *Perceive the sound / $\overline{oo}$ / and its spellings.*

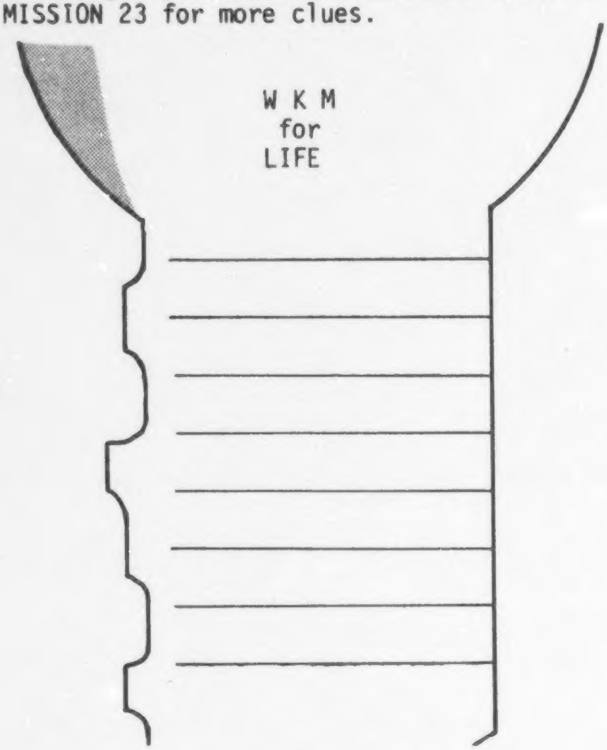
Andrew, zooming through his groovy world, was crooning to himself. He had just looped into a radio wave from Earth. What tuned him in was a song, "I'm Just a Junk Food Junkie." The idea of food was strange to Andrew, for his body functions on cosmic forces. Food still sounded so cool that it made him drool. Write the / $\overline{oo}$ / words in Andrew's song:

Choo, __________, __________, (sound of a train):
I'm just a big __________ (ape-like animal) __________ing
(shoveling) up my __________ (dried plums re-cooked),
sw__________ing (moving) over __________s (bodies which
orbit planets) around __________ (midday),
Just __________ing (playing detective) for some __________
(product of a tree) or __________ (crushed product of a
plant).

Toot, __________, __________ (another sound of a train):
I'm just a __________ing (wind instrument) Fad __________
(nourishment) __________ (newly enlisted soldier)
__________ing (sound of an owl) about __________ing
(selecting) from the __________ (set of things)
__________ (2), __________ing (sail) along in my Space
__________ (long, narrow boat).

PROJECT TASK: *Learn basic roots for food and life.*

By helping Annie program Word Key Modules you have come to learn that a great number of WKM's are possible. In fact, there are many, many more in orbit out there among the forces of "C" Space. One of those is now keyed into the Master Word Station for words meaning LIFE. By combining word parts make a list of the words you think are concealed. You will find all of them in the following report of a Mission Specialist on another Shuttle Project. Check MISSION 23 for more clues.



VITAL LINK TO LIFE

Like Planet Earth had at one time, Planet BIO has an atmosphere composed of methane, ammonia, hydrogen, and water. Most molecules with any vitality could not survive that mixture. High-voltage sparks through BIO's atmosphere are resulting in vitalizing the formation of amino acids. Through vivisection it has been found that amino acids are a part of all life on earth. Laboratory Specialists are vivacious about the findings. Their spirits are revived about their research, which may provide earth scientists valuable information about vitamins and other nutrients.

After reading VITAL LINK TO LIFE Annie spacephoned the other Mission Specialist: "Either all English cannot be programmed or you've got compost in your computer!"

PROJECT TASK: *Identify the principal parts of VERBS and the uses for them.*

The FORM OF BE and VERBS have a Present Tense form, a Past Tense form, and a Past Participle form listed in most dictionaries if you do not know them. The Present Tense form adds -ing and the FORM OF BE form for the TENSE to make the Progressive Tenses. The Past Participle form is used with one of the FORM OF BE forms for all of the Tenses Active and Passive except the Present and the Past. Review the Conjugation of BE.

FORM OF BE (be, was, been)

Present Tense: I am, you are, he (she or it) is, we are, you are, they are.
Present Progressive Tense: I am being, you are being, he is being...
Past Tense: I was, you were, he (she or it) was, we were, you were, they...
Past Progressive Tense: I was being, you were being, he was being, we were...
Future Tense: I shall be, you will be, he (she or it) will be, we shall be...
Future Progressive Tense: I shall be being, you will be being, he will be...
Present Perfect Tense: I have been, you have been, he (she or it) has been...
Present Perfect Progressive Tense: I have been being, you...he has been...
Past Perfect Tense: I had been, you had been, he had been, we had been...
Past Perfect Progressive Tense: I had been being, you had been being, ...
Future Perfect Tense: I shall have been, you will have been, he will have...
Future Perfect Progressive Tense: I shall have been being, you will have...

Most VERBS form their Principal Parts by adding -ed to the Present Tense. About 100 irregular VERBS each form their Principal Parts in a different way: go, went, gone; write, wrote, written; choose, chose, chosen.

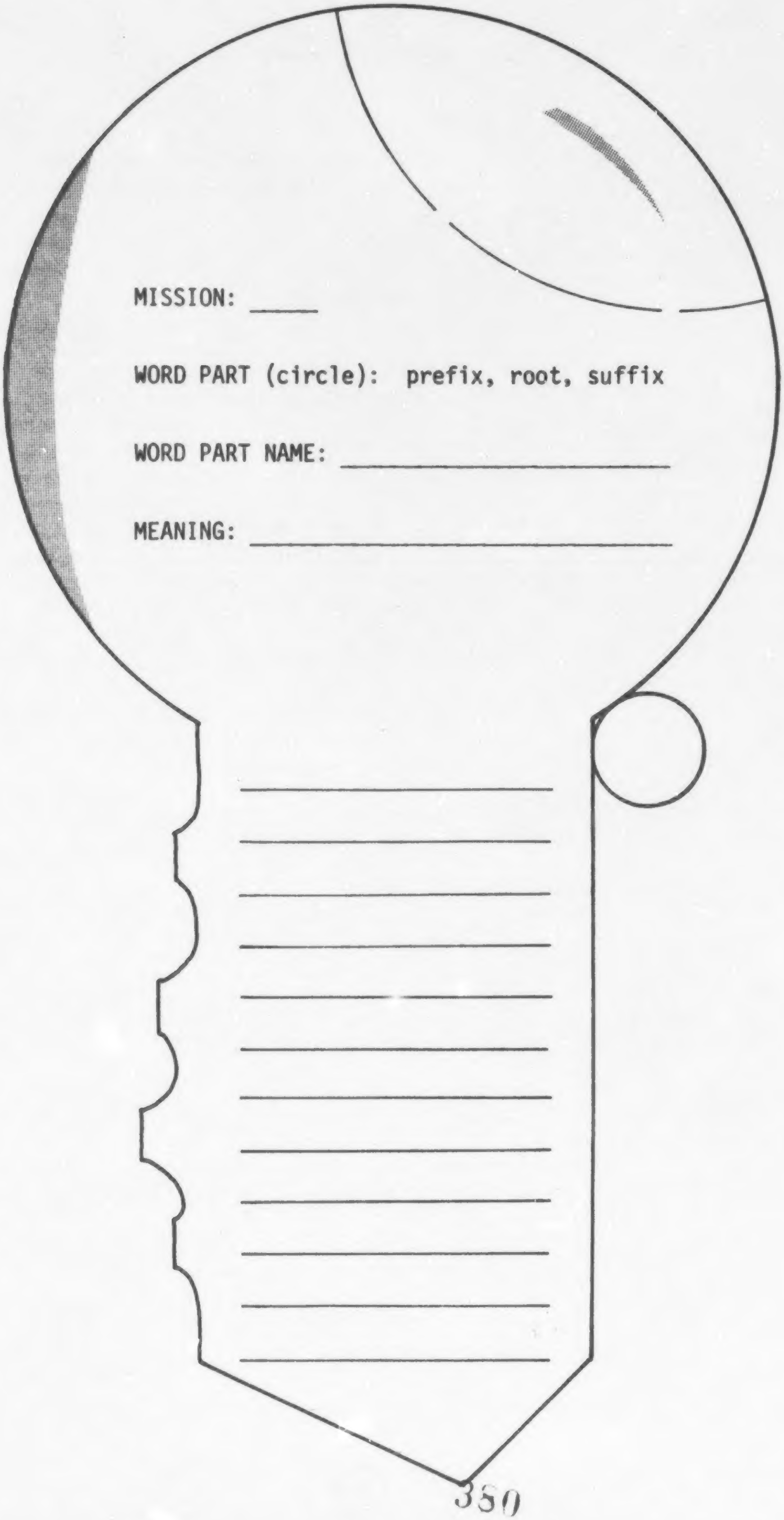
Below is the backbone, the simple subject and predicate, of each sentence in the model. In each paragraph make the changes asked.

Change the first paragraph to Past Tense: ...nutrition is = ______________;
You have = ______________, if you follow = ______________; You Choose = ______________; You include = ______________, that are = ______________

Change the second paragraph to Present Perfect Tense: Food...improves = ______________; choices give = ______________ If you are = ______________, (you) consume = ______________

Change the third paragraph to Future Perfect Tense: you include = ______________, each will perform = ______________; Proteins will sustain = ______________. Minerals will protect = ______________. Vitamins will remove = ______________ ______________. Carbohydrates and fate will provide = (they) ______________ ______________. When you get = ______________, (you) choose = ______________ ______________

WORD KEY MODULE MODEL



MISSION: ____

WORD PART (circle): prefix, root, suffix

WORD PART NAME: ______________________

MEANING: ______________________

TEACHING TAKEOFFS

TRACKING

Writing poetry so that lines are obvious in cursive requires each line begin like a paragraph. Writing signs and punctuation marks require attention to spacing. Manuscript lettering is appropriate for labels.

PHONICS

Orbit 24: oo=food,choose,soon,root,room,hooped; u=nutrition, Hugh,include,rule,salute; ui=suited; ue=true,virtue; o=proved, lose,move; ew=grew,knew,new,hew; ou=group; ough=throughout. Orbit 25: only=cue,future,review,usually,schedule,value, peculiar,human; either=Tuesday,Sue,June. Orbit 26: i=idea, science,diagram; iCe=sometimes,decide,guide,while; ie=tried, tie; igh=sight,high; y=try.

MORPHOLOGY

Orbit 24: terra cotta,terrestrial,terrace,territory,terrier, terrarium,terrain. Orbit 25: MAN: 2.humanities 5.human 6. humanize 7.inhuman 8.humanitarian; EARTH: 1.humus 3.humble 4.humility 9.humiliate 10.exhume Orbit 26: WHEEL=2.bicycle 5.cyclone 6.encyclopedia 8.cyclotron 9.Cyclops; KNOW=1.science 3.scientific 4.scientist 7.scientifically

SYNTAX

Orbit 24: 1.were,passed,were 2.created 3.begun, 4.was 5.is 6.written 7.given,cried,sung 8.comes 9.found 10.is 11.are 12.begin 13.end 14.is 15.knows 16.has 17.is 18.breeds Orbit 25: 1.well 2.well 3.good 4.good 5.good 6.really, 7.special 8.usual 9.specially 10.really 11.more anxious 12.most helpful 13.busier 14.cutest 15.most handsome. Orbit 26: 1.is 2.came 3.gave 4.change 5.sought 6.is trying 7.are 8.its 9.him 10.his 11.their 12.who 13.well 14.carefully 15.he

MISSION GO

Orbit 24: Sandburg,Carl,The American Songbag; Lomax,John A. and Alan,Cowboy Songs and Other Frontier Ballads,1910,and American Ballads and Folk Songs,1934; Pound,Louise,American Ballads and Songs,1922;Richardson,Rick,Ballads of the Sierras, 1975. Orbit 25: Check the school library's Career Awareness file. Orbit 26: Posin,Dr. Posin's Giants; Kuljian,Man and the World of Science.

PROJECT TASK: *Use correctly FORM OF BE forms as an auxiliary to the VERB. Use Past Tense forms correctly.*

In the following sentences underline the correct choice for the VERB:

1. The popular ballads of folk literature (was, were) (past, passed) along by word of mouth long before they (was, were) printed.
2. The traveling minstrels probably (is creating, created) many of the story-poems that were retold for centuries.
3. Some believe that the clergy may have (begin, began, begun) the ballads.
4. Others believe that the ballad (was, were) the result of a group story as a part of some celebration.
5. One characteristic of ballads (is, are) a musical quality.
6. Sir Walter Scott had (write, wrote, written) down some of the ballads.
7. The old woman who had (give, gave, given) Scott the ballads (cry, cries, cried) because they wouldn't be (sing, sang, sung) again.
8. The word ballad (come, comed, comes) from ballare meaning to dance.
9. A dramatic, quickly moving plot can be (find, finded, found) in a ballad.
10. The plot sometimes (is, are) comic.
11. Ballad plots, on the whole, (is, are) more likely to be tragic than humorous.
12. Ballads often (begin, beginning, began, begun) right in the middle of the story.
13. Many of the ballads (end, will be ending, has ended) abruptly so that the listener or reader has to finish in his imagination.
14. The repetition of a verse or a line (is, are) distinctive to the ballad.
15. No one (know, knowing, knows) who wrote many of the great old ballads.
16. Carl Sandburg, the biographer of Abraham Lincoln, (has, have) compiled a collection of American ballads.
17. Another famous collection of American ballads (is, are) that of John and Alan Lomax.
18. A life of isolation away from newspapers and radio and TV (breeds, must have been being bred, breeding) songs and ballads.

PROJECT TASK: *Space lines of poetry on a page like paragraphs.*

Every line of poetry is indented and begins with a capital letter. Each sentence is punctuated as a sentence whether it ends at the end of a line or not. A line of poetry that will not fit returns to the margin to be finished on the next line. Copy or trace the Base Payload words.

soon knew new route root

move room grew sluicing

fruiting hooped Hugh

slopes meadow hound

victuals Lad to Man

Lad to Man

Little it was that Hugh 'nd his hound knew
When wagons hooped their victuals and their hopes
On rutted routes which grew from ol' St. Lou
Into fruiting meadows and sluicing slopes.

Ol' Hap sensed what the master's salute proved.
Too soon Hugh'd assume his dad's pursuits;
Soothe his Mom and shelter his sis' virtue,
But move on to Oregon to set their roots.

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PROJECT TASK: *Identify the many patterns for spelling / $\overline{\text{oo}}$ /.*

Andrew had such a good time crooning on his cruise that he missed some parts to the SONIC ROUNDUP on / $\overline{\text{oo}}$ /. Find in MISSIONS 23 and 24 Payloads the words he missed.

/ $\overline{\text{oo}}$ / = oo

cartoon
shampoo
cocoon
balloon
kangaroo
rooster
baboon

____

____

____

____

____

____

/ $\overline{\text{oo}}$ / = u

supervise
conclude
presume
interlude
resolution
crucial
superstition
crusade
assuming
solution
brutal
assume
inclusive
exclusive
truly
ruthless
constitution
conclusion
flu
nutrients

____

____

____

____

____

/ $\overline{\text{oo}}$ / = ui

cruise
sluicing
pursuits
fruiting

____

/ $\overline{\text{oo}}$ / = wo

____

/ $\overline{\text{oo}}$ / = ew

shrewd
renewal
jewel

____

____

____

____

/ $\overline{\text{oo}}$ / = ue

tissue
untrue
pursue
issue

____

____

/ $\overline{\text{oo}}$ / = ough

____

/ $\overline{\text{oo}}$ / = ou

route (as some say)

____

/ $\overline{\text{oo}}$ / = o

disapprove
improve

____

____

____

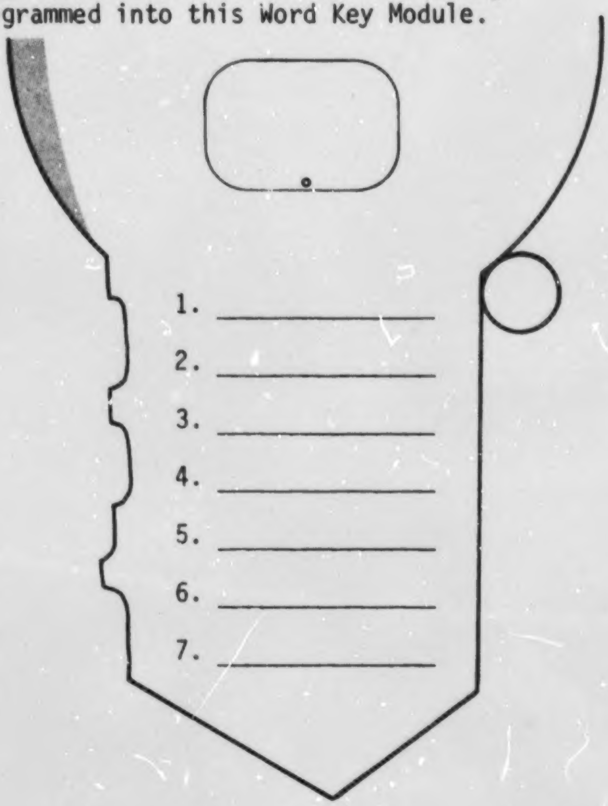
PROJECT TASK: *Identify two common suffixes meaning ONE WHO and another root for EARTH.*

By now you will agree with Annie and Andrew that they are Orbiteers! This suffix brought to the Master Word Station has a French form, too. All of the people in the following list are skilled at or have a special talent in one kind of career.

volunteer
auctioneer
mountaineer
engineer
privateer
pioneer
buccaneer
cashier
gondolier
terrier

The following Word Key Module has been in orbit and is now docked in the Master Word Station. The root terr means EARTH. With the following clues from Annie, write the words programmed into this Word Key Module.

1. Baked earth or a fine type of clay.
2. Having to do with the rest of the earth.
3. To make layers or levels in steps out of earth.
4. A place where a certain amount of earth is claimed for something or by someone.
5. A small dog named by hunters because he would dig up earth-burrowing animals.
6. An aquarium-like container for earth.
7. The physical features of a certain piece of ground or earth.



PROJECT TASK: *Learn the vertical spacing for signs and punctuation marks. Give them a uniform slant.*

Signs and punctuation marks appear consistently in vertical spaces and have the slant characteristic of the rest of the individual's writing. Copy or trace the Base Payload words and the signs and punctuation marks.

. ! ? " " ( ) , ' ; = + x − ÷ 4 9

Cue Tuesday June Sue

cue future review

usually schedule value

peculiar human

(Riding her bike parallel to Sue's)

Cue Tuesday

Time: Before school one spring day.
Place: Edge of the school grounds.
Scene: Two friends arriving on their bikes.

June: (Riding her bike parallel to Sue's) Hi, Sue. Today's Tuesday. It's High School Cue Day.

Sue: Yeah, we'll have that peculiar schedule of last period first.

June: (Dismounting to walk her bike) What do they usually do?

Sue: (Also dismounting) It'll have value. They'll review our futures in high school.

June: (Adjusting the straps on her back pack) I sure hope they find out that I'm a different human being than my grades show.

PROJECT TASK: *Identify the variations in the sound / ū /.*

There are really two / ū / sounds. One is commonly called the regular long u. It is the one described in MISSION 25. The lips begin in a smile sound with it being very near an / ē / before sliding into a round sound / y / + / o͞o / or just / ū /. A word beginning with a u requires this sound, such as use, or when the u syllable is accented like perfume'.

A second long u sound is increasingly used even by educated speakers. It is the sound / o͞o / from MISSION 24 after the sounds / t /, / d /, / n /, / s /, and / st / especially. These words, for instance, can be pronounced with either of the two long u sounds: tune, duty, news, stew.

The sound / ū / is regular in some words and / o͞o / is not used to keep from confusing two words: beauty - booty, cue - coo, feud - food.

Try out both sounds of long u for the Base Payload words in MISSION 25. Write them in the category to which they could be assigned by all but the very particular speaker. Some words from the other Payloads appear.

/ ū / can be only / ē / + / ū /	/ ū / can be either / ē / = / ū / or / o͞o /
value	aptitudes
human	usually
computer	____________________
unique	____________________
cucumbers	____________________
____________________	
____________________	
____________________	
____________________	
____________________	
____________________	
____________________	
____________________	

PROJECT TASK: *Learn the prefix* **inter-** *meaning BETWEEN and the root* **hum** **human** *meaning either MAN or GROUND.*

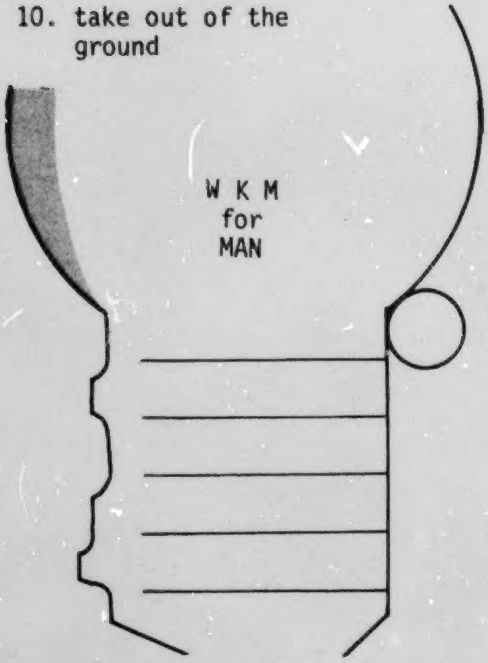
In MISSION 25 a kind of Cosmic Encounter was suggested by constructing a WKM clue list or word list around the prefix **inter-** meaning BETWEEN or AMONG. Check off the following words you did include.

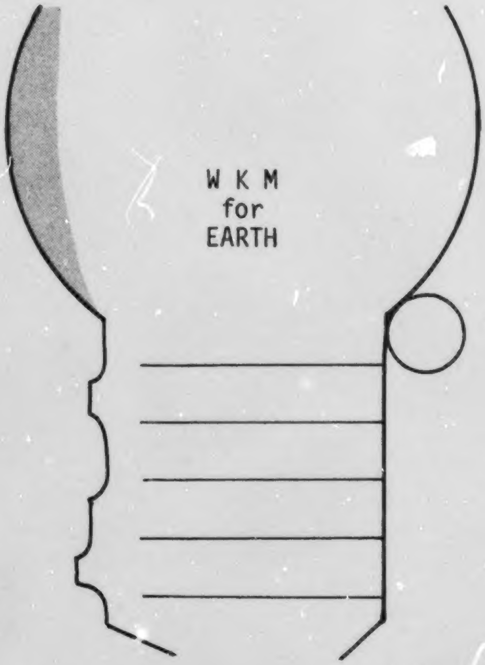
interstate
interfere
interscholastic
intermediate
intersection
interfaith
interdependent
international
interlude
intercept
interchange
interplanetary
interjection
interaction
intercom
interrupt

The Greek root meaning EARTH or GROUND was **hum** or **human** . It was changed by Latin to mean MAN. As a result English has a mixture of words with this root, some carrying the meaning GROUND and some carrying the meaning MAN.

As a Mission Specialist Annie is always very precise in her work. She asks us to program two separate Word Key Modules for the two separate meanings. Use the clues given here to write the clue number and word into the related WKM.

1. rich soil
2. studies about mankind
3. modest or to be lowly like ground
4. quality of being unpretending or down to earth
5. relating to man
6. to make human
7. not having a humane quality
8. one who does good for fellow humans
9. to make a person feel put down to the ground
10. take out of the ground





PROJECT TASK: *Use ADJECTIVES and ADVERBS correctly.*

ADJECTIVES follow LINKING VERBS and ADVERBS follow TRANSITIVE or INTRANSITIVE VERBS.

Good is an ADJECTIVE (It describes a NOUN or PRONOUN.)
Well is an ADVERB (It tells how, in what manner about a VERB.)

Underline the correct choice in the following sentences:

1. June rode her bike (good, well).
2. High School Cue Day would go (good, well).
3. June was not feeling so (good, well) about planning a schedule.
4. June seemed (good, well) as an understanding friend.
5. Sue seemed to think the high school's plan was (good, well).

Most ADVERBS are ADJECTIVES or Participle forms of the VERB with the ending -ly . Commonly used ADVERBS like really, specially, usually require the ending in their ADVERB function. Some common ADVERBS do not have this clue, for instance, now, quite, since, then, there, where, perhaps. Underline the correct choice:

6. The counselors were (real, really) concerned about students.
7. The counselors helped students work out (special, specially) schedules.
8. Planning a four-year schedule before high school is the (usual, usually) request.
9. Students are asked to plan (special, specially) for the requirements for graduation.
10. When a student doesn't know what a course includes, planning for it in his program is (real, really) difficult.

ADJECTIVES and ADVERBS have a Positive, a Comparative, and a Superlative form. When comparing two persons, things, or actions the Comparative form is used. When comparing three or more persons, things, or actions the Superlative form is used. The ending -er or the word more is used for forming the Comparative. The ending -est or the word most is used for forming the Superlative. Never use both.

11. June was (more anxious, most anxious, anxiouser) than Sue about Cue Day.

12. Of all of the days of the year, the teachers were the (more helpful, most helpful, most helpfullest) on Cue Day.

13. The counselors were (more busier, busier, most busiest, busiest) on Cue Day than on Registration Day.

14. The boys thought the new English teacher was the (most cutest, cutest, more cute) of the four teachers who explained the English requirements.

15. Several of the girls agreed that the science teacher was the (handsomest, most handsome, more handsome) of the visiting faculty from the high school.

PROJECT TASK: *Take a POSTTEST on usage. Underline the correct choice.*

POSTTEST

1. Curiosity about matter (is, are) the lure of science.
2. Primitive man, millions of years ago, (come, came, comes) upon a hand-sized stone.
3. Investigation of this piece of matter (had gave, have given, gave) him a strange implement and weapon.
4. Time and intelligence (changes, change, has changed, is changing) man's intent in investigating matter.
5. Early man (seeked, shall seek, sought) to use matter.
6. Civilized man (have tried, must have been tried, is trying) to understand matter.
7. Solid, liquid, and gas (is, are) the three familiar states of matter.
8. Each of the states of matter changes (its, their, his) state at certain temperatures.
9. Primitive man became aware of a variety of substances useful to his neighbors and (he, him).
10. None of the ancient Sumerians could have explained how (his, their) grain changed to beer.
11. The ancient Egyptians melted sodium minerals into glass for (his, their) decorative beads.
12. The ancient Greeks were those (who, whom) first pondered theories about matter.
13. Aristotle advanced his theory of only four elements so (well, good) that it survived for centuries.
14. The (careful, carefully) conducted research of Robert Boyle brought the beginning of modern man's understanding of the composition of matter.
15. Francis Bacon and (he, him) assigned importance to the accumulation of facts to prove concepts.

PROJECT TASK: *Use correct vertical and horizontal spacing in lettering and labeling.*

The manuscript writing form is used either with a combination of capital and lower case letters or all capital letters for labels, posters, and signs. Uniformity is the key to good appearance. Practice these models:

THE SCIENTIST The Scientist

Laboratory tries students insight

observations ideas surprise decided

models diagrams guide patterns

sighted matters Scientist Laboratory

The Scientist

Laboratory science tries to give students insight into how the scientist ties observations to ideas. Sometimes these ideas in science come as a surprise. Scientists decided to try models or diagrams to guide the kinds of patterns they sighted from their observations of matter.

PROJECT TASK: *Learn the spelling variations for / ī /.*

The vowel sound / ī / is commonly called the long i. It has a diphthong element in that the sound begins with the mouth open in / ī / and slides into a smile position with / ē /, especially in accented syllables or one-syllable words. It can be spelled gi'ant, ice, by, buy, pie, right, eye, aisle, choir, and height.

Andrew WRITE himself gets a little wide-eyed over some ideas in science. In fact, he even gets a little giddy sometimes like he does on this SONIC ROUNDUP, singing,

"/ ī /, / ē /. / ī /, / ē /, / ī /, / ē /, ... / ō /, an-orbiting
we will go..."

"Andrew Write! What in the name of Sonic Space are you singing?" came the clearly beamed message from Annie at the Master Word Station.

By return beam Andrew answered Annie, "My Ionospheric Isotope, I'm on a SONIC ROUNDUP for / ī /. You gave me a good idea on the short i sound in ORBIT 8. I came up with another memory clue for / ī /."

Annie beeped back, "Let me hear it."

"From our height we can keep an eye on the giant buying ice-cream pie right by the choir aisle."

Write the Base Payload words into a SONIC ROUNDUP for / ī / by Andrew's clue.

/ ī / = i in an open syllable	/ ī / = i Ce	/ ī / = ie
giant	ice-cream	pie
________________	________________	________________
________________	________________	________________
________________	________________	
	________________	

/ ī / = igh	/ ī / = y
right	by
________________	________________
________________	

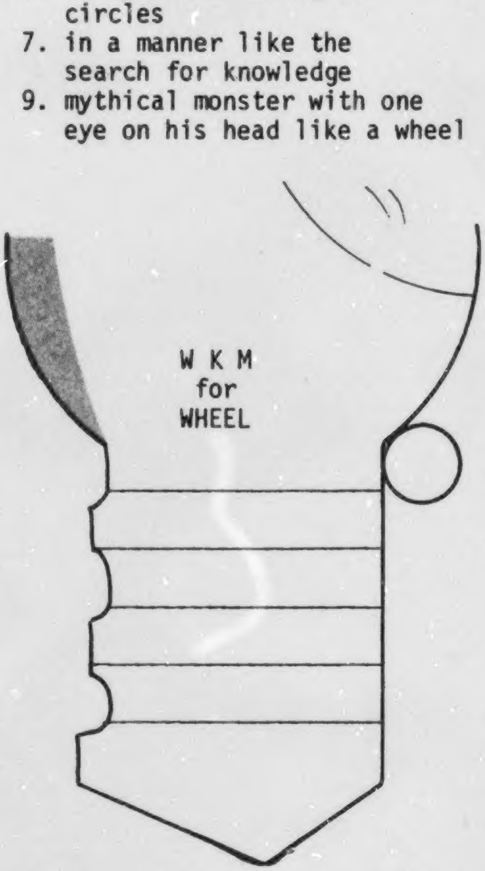
PROJECT TASK: *Learn the prefix **dia-** meaning THROUGH and the roots **sci** meaning KNOW and **cycl** meaning WHEEL.*

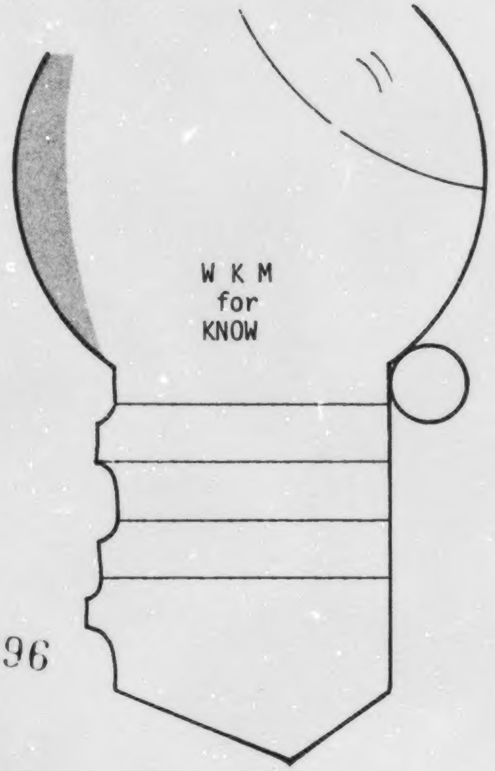
Most dictionaries carry some hint as to the origin of words in their entries. Often this information is in brackets or parentheses immediately after the word. Check all the following words with the prefix **dia-** which you included on your Word Key Module:

diabetes (disease)
diacritical (dictionary markings)
diadem (headband)
diagonal (line through an angle)
diarrhea (flow through the body)
dialogue (two persons talking through reason)
diagnosis (go through symptoms)
diagram (draw through the parts)
diameter (measure through center)
diaphragm (muscles through the middle of the body)
dialysis (loosen through a chemical solution)

The Word Key Modules at the bottom of the page use the following clues to the two roots brought by the Space Shuttle to the Master Word Station. The root **sci** means KNOW and the root **cycl** means WHEEL. Write the number of the meaning clue and the word in the WKM.

1. the state of knowledge
2. two-wheeled vehicle
3. related to the study of knowledge
4. one who searches for knowledge
5. heavy wind blowing in circles
6. a book taking in the full circle of knowledge
7. in a manner like the search for knowledge
8. atom smasher built in a circle
9. mythical monster with one eye on his head like a wheel





TEACHING TAKEOFFS

TRACKING	POSTTEST on vertical and horizontal spacing.
PHONICS	Orbit 27: i=diverts; iCe=minibike,guide,decide,advertis(e)+ing; y=cycle,vying; just i=reminded,designs; ie=fliers,vie; uy=buy; igh=right,lightning Orbit 28: oi=/oi/ hoisted,invoices, voice,point,avoiding,joining,choice,viewpoints,poisoned,turmoil; oy=destroy,loyal,annoyed,disloyal; /ī/=oi=choir. Shuttle-gram: loyal,hoisted,avoiding,poisoned,turmoil,viewpoints,voiced, choice,point. Orbit 29: ou=counted,around,astounding,proudly, thousands,surround,mountain,fountains,announcing; ow=allow, now,tower; NOTE:proudly,around,astounding,tower,counted, surround,now,allow,fountains,thousands,mountain,announcing.
MORPHOLOGY	Orbit 27: one (single), with a vowel, e is dropped, c or g soft, consonant, i, i. 1.fortify,fortifying 2.specify,specified 3.notify,notified 4.classify,classifying 5.clarify,clarified 6.certify,certifying; 1.turn away 2.act of turning with or together 3.to make one turn toward (a product) 4.having the quality of turning against 5.turn back 6.like it is turned under one's attention or the truth 7.like it is turned in many ways 8.turn into or up-side-down Orbit 28: 1.controversy 2.object 3.antacid 4.contradict 5.oppose 6.obscene 7.antifreeze 8. antibodies 9.contrast 10.oppressive 11.contrary 12.antarctic Orbit 29: top down: gradient,congress,gradual,digress,egress, ingredients,progress,graduation,degree.
SYNTAX	Orbit 27: 1.vying for buyers,P.,ADJ. 2.To buy...them,I.,ADV. 3.Advertising,P.,ADJ. 4.converted,P.ADJ. 5.being satisfied,G., NOUN 6.to inquire,I.,ADV. 7.to certify...minibike.,I.,NOUN 8.cutting...aluminum,G.,NOUN 9.Fortified...helmet,P.,ADJ. 10. engage,I. (to is omitted), ADJ. 11.spinning doughnuts,G.,NOUN 12.out-manuvering...frames.,P.,ADV. 13.isolated,P.,ADJ. Orbit 28: poisoning...politics,viewpoints; Annoyed, slavers; Destroying...slaves,they; owning...plantations,percentage; horrifying,cost; 1,poisoning,politics,direct object; 3,destroying,invoices,direct object, (prepositional phrases here don't modify the participle) Orbit 29: 1.NONE 2.towering,rainbow 3.spanning...rising 630 feet (,) Arch (,) 4.Crowning...Harbor (,) bridge 5.Outdoing...feet (,) structure 6.bounding into battle,Chief Crazy Horse 7.Accounting...sculptor (,) it 8.NONE
MISSION GO	Orbit 27: Jennings,Gordon,Minibikes; Radlauer,Ed,Minibikes, (Cassette tapes available also from Bowmar Publishing Corp., Glendale,CA 91201); Richmond,Doug,All About Minibikes; Stambler, Irwin,Minibikes and Small Cycles. Orbit 28: Jackson,Black Man in America; Katz,Slavery to Civil War; Yetman,Voices from Slavery. Orbit 29: Encyclopedias; Wallechinsky,David,The Book of Lists.

PROJECT TASK: *What do you know about verbals?*

PRETEST

Underline the verbal or verbal phrase in the following sentences. Circle that it is a Participle, Infinitive, or Gerund. Write if it functions as a NOUN, ADJECTIVE or ADVERB.

1. I see designs from the importers vying for buyers.
   Participle Infinitive Gerund ______________

2. Importers encourage new riders to buy from them.
   Participle Infinitive Gerund ______________

3. Advertising fliers attract his attention.
   Participle Infinitive Gerund ______________

4. I remember a converted porch swing and lawn mower engine.
   Participle Infinitive Gerund ______________

5. I recall being satisfied.
   Participle Infinitive Gerund ______________

6. I had been too frightened to inquire.
   Participle Infinitive Gerund ______________

7. The seat and forks from an old bicycle began to certify that the contrivance was a minibike.
   Participle Infinitive Gerund ______________

8. We began cutting the tubular aluminum.
   Participle Infinitive Gerund ______________

9. Fortified in my old army helmet, I became the tyrant of two-wheelers.
   Participle Infinitive Gerund ______________

10. I can feel the clutch engage.
    Participle Infinitive Gerund ______________

11. I can sense the delight I held in spinning doughnuts.
    Participle Infinitive Gerund ______________

12. I was in paradise out-maneuvering bikes with more horsepower but heavier frames.
    Participle Infinitive Gerund ______________

13. One day on an isolated airstrip the aluminum cracked.
    Participle Infinitive Gerund ______________

PROJECT TASK: *Demonstrate control of vertical and horizontal spacing and slant.*

POSTTEST

Write the following statement in your best cursive handwriting. Copy or trace the Base Payload words.

The road to success is always under construction:

advertising cycle buy decide

diverts designs guide bike

lightning fliers minibike

right reminded vies vying

Minibike

The lightning speed of a biker's cycle always diverts me. I see designs from the importers vying for the new rider to decide which one to buy. Advertising fliers try to guide him right to their display rooms. Time after time I'm reminded of my first minibike.

PROJECT TASK: *Review spellings for the sound / ī /.*

Andrew gave you this memory clue for the different spellings of the vowel sound / ī / in Orbit 26: From our heights we can keep an eye on the giant buying ice-cream pie right by the choir aisle.

Complete his SONIC ROUNDUP from the words in the Payloads in MISSION 27:

/ ī / = i in open syllables

isolated
divert
direction
iron

____

/ ī / = iCe

paradise
revive
enterprise
advertising
surprising
survives
despise
inquire
contrivance

____

____

____

____

/ ī / = y

testify
tyrant
clarify
classify
cyclone
hygiene
defy
deny
notify
specify
certify

____

____

/ ī / = just i

____

____

/ ī / = ie

dignified
fortified
satisfied
qualified

____

____

/ ī / = uy

____

/ ī / = igh

highlight
oversight
spotlight
nightmares
frightening

____

____

PROJECT TASK: *Review the y to i and drop the e Antics for suffixes. Learn the suffix* **-fy** *meaning MAKE and the root* **vert** **vers** *meaning TURN.*

The Androidic Asteroid Antics make use of Asteroid Letter Drop because in adding suffixes a final e may need to be dropped, a final y may need to be changed to i, or a final consonant may need to be doubled. Complete the two statements below which govern two of these Antics:

When a word ends with __________silent final e and a suffix begins

____________________, the _________________________unless it is needed

to keep ________________________soft.

When a word ends with a __________before y, the y is changed to

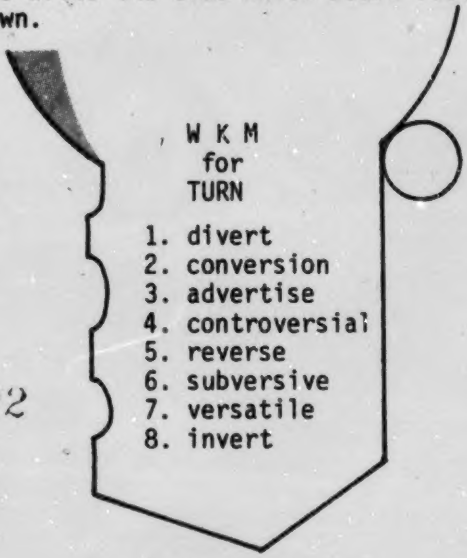
____________________except for suffixes beginning with an _________.

The Space Shuttle delivered the suffix **-fy** meaning MAKE to the Master Word Station. It is present in words from the MISSION Payloads. Write the word. Rewrite it adding the suffix indicated.

1. (make a fort)_________________+ -ing = ____________________
2. (make specific)_______________+ -ed = ____________________
3. (make a note)_________________+ -ed = ____________________
4. (make into classes)___________+ -ing = ____________________
5. (make clear)__________________+ -ed = ____________________
6. (make certain)________________+ -ing = ____________________

The Shuttle also brought the root **vert** **vers** meaning TURN. From the meanings you know for prefixes and suffixes write the clue which would lead you to the word on the Word Key Module shown.

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
7. ________________________________
8. ________________________________



W K M
for
TURN

1. divert
2. conversion
3. advertise
4. controversial
5. reverse
6. subversive
7. versatile
8. invert

SKYWRITING ORBIT 28 Galaxy 8

PROJECT TASK: *Write numerals and fractions uniformly.*

Numerals are written two imaginary lines high just as lower case t and d. Roman Numerals are no exception. Fractions are written within these two spaces also; the numerator is in the second space, the denominator is in the first space with the division line on the first line. Trace or copy them and Base Payload words.

X LXL C $\frac{1}{2}$ $\frac{2}{3}$ $\frac{3}{4}$ $125\frac{11}{16}$

voice point avoiding joining

destroy loyal choice turmoil

viewpoints poisoned thirteen

The Choice of Slavery

The Choice of Slavery

The thirteen first states had a choice in setting up their new governments. They made the point of avoiding or joining with slavery. Seven northern states destroyed it. Six southern states remained loyal to it. These two viewpoints, poisoning their politics, brought turmoil in 1860.

SONIC PHONICS ORBIT 28 Galaxy 8

PROJECT TASK: *Learn the spellings for the diphthong / oi / .*

The diphthong sound / oi / slides from an / o / into an / i /. The blending of two vowel sounds makes a diphthong. It is spelled oi or oy. Complete the following SONIC ROUNDUP from the MISSION 28 Payloads.

/ oi / = oi

exploited
sirloin
ointment
moisten
rejoice
noisy
disappoint
disappointment
disappointed
boisterous

____

____

____

____

____

____

____

____

____

____

/ o / = oy

annoyance
employee
employment
destroying
loyalty
corduroy

____

____

____

____

/ ī / = oi

(Do you remember the
one word like this?)

____

S H U T T L E - G R A M

Annie received this Shuttle-gram from Andrew. Find it's message by supplying the word from your list above.

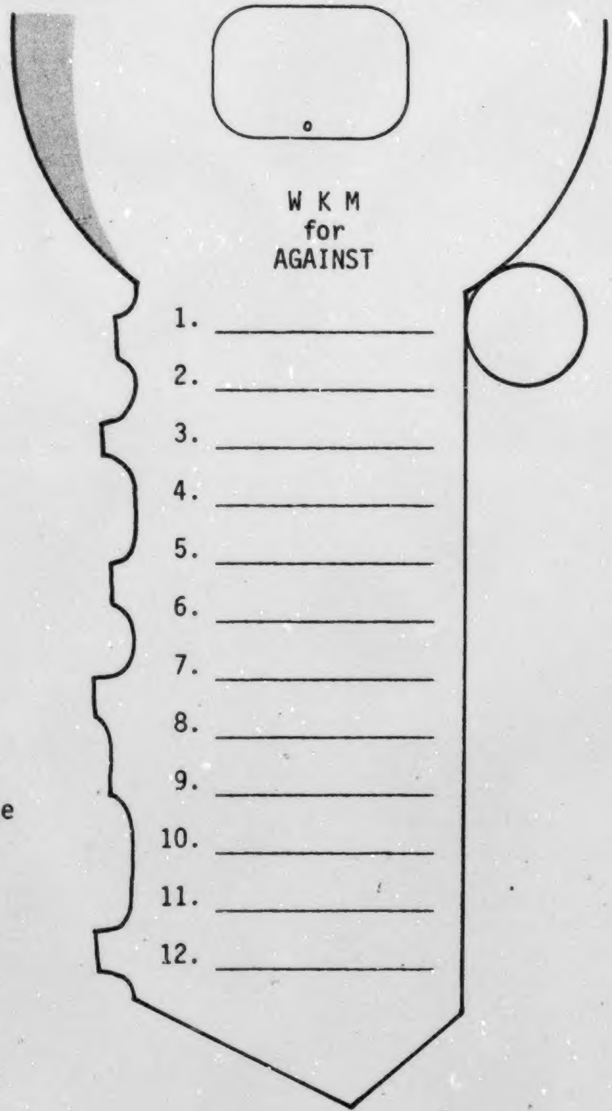
Since we have become such good friends, Grover is as _________(true) to you as he is to me. I've _________(lifted) him into orbit on a mini-shuttle to you. I'm _________(keeping away from) letting him get _________(infected) by a _________(confusion) about pets in outer space. Two _________(opinions) are being _________(said) about spacemen having any _________(decision) in the matter. Thanks for keeping Grover safe for me at this _________(dot).

Andrew

PROJECT TASK: *Learn three prefixes for the meaning AGAINST.*

The Space Shuttle delivered three prefixes all meaning AGAINST to the Master Word Station: **contra-** **contro-** ; **anti-** **ant-** ; **ob-** **oc-** **op-** **of-** . From the clues Annie has provided program a WKM for these three prefixes. Write the correct word by the number that corresponds to the clue.

1. Act of turning against (usually ideas)
2. throw/against
3. remedy against acidity in the stomach
4. speak against
5. take a position against (usually opinion)
6. a scene against decency
7. against freezing
8. substances in the body that fight against infection
9. stand against one another like two colors or two ideas
10. like a force that presses against a people or plan
11. having the nature of being against
12. the side of the earth against or opposite the arctic



1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
11. ____________
12. ____________

PROJECT TASK: *Learn to identify and use Participles and Participle Phrases.*

The principal parts of a VERB (see, saw, seen) or FORM OF BE (be, was, been) have the Past Participle form as their third part. This chart shows the Active and Passive forms of Present and Past Participles.

		Active Participle	Passive Participle
Present:	BE	being	(none)
	SEE	seeing	being seen
Past:	BE	having been	(none)
	SEE	having seen	having been seen

Participles work like ADJECTIVES. They can be in front of the NOUN or PRONOUN they describe. They must follow the NOUN or PRONOUN they describe as closely as possible. They must not be left dangling so that the reader doesn't know what they describe.

Participles can be in Participle Phrases. The whole Phrase does the work of an ADJECTIVE. Because the Participle is part VERB it can have a direct object, and prepositional phrases, and indirect object in the Phrase. Participles can have ADVERBS describing them.

In the following sentences underline the Participles or Participle Phrases. Remember that VERB + ing can have other functions than that of Participle. Write the NOUN or PRONOUN that the Participle describes (modifies).

1. These two viewpoints, poisoning their politics, brought turmoil in 1860.

   ____

2. Annoyed slavers continued contrary to the law.

   ____

3. Destroying invoices for the purchase of slaves, they continued their disloyal practice and smuggling.

   ____

4. A small percentage of southerners owning large plantations hoisted the slave population.

   ____

5. At a horrifying cost the Union was saved and the slaves were freed.

   ____

Three of the Participle Phrases in the above sentences have objects. Write the sentence number, the Participle, each object, and label the kind of object.

__ ____

__ ____

__ ____

PROJECT TASK: *Use Participle Phrases correctly.*

Many Present Participles precede the NOUN or PRONOUN they describe (modify). If a Participle Phrase begins a sentence it must be followed by a comma (,). Place the NOUN or PRONOUN that an introductory Participle Phrase modifies as near to it as possible so there is no confusion about what the Phrase is describing. In the following sentences from the model underline the Participle Phrases, place a comma where one is needed, and write the NOUN or PRONOUN described by the Phrase on the line. If the sentence does not contain a Participle, write NONE on the line.

1. Of the towers, fountains, buildings, bridges, and mountain carvings announcing their claims to fame, could we allow only seven wonders?

   ____

2. A towering rainbow of stainless steel in St. Louis is the largest arch on earth.

   ____

3. Gateway Arch spanning 630 feet and rising 630 feet honors westward pioneers.

   ____

4. Crowning the entrance to New York Harbor the longest single-span suspension bridge exceeds Golden Gate Bridge in San Francisco by 60 feet.

   ____

5. Outdoing Sears Tower by 600 feet the tallest man-made structure in the United States transmits television from the apex of its tower 2,063 feet in North Dakota skies.

   ____

6. Doubtlessly the most gigantic sculpture in the world is Chief Crazy Horse bounding into battle.

   ____

7. Accounting for the life work of its sculptor it is carved out of a mountain in South Dakota.

   ____

8. If we counted with the ancients, what would be our seventh encounter with our own boundless endowments?

   ____

PROJECT TASK: *Learn the metric abbreviations.*

Learn the following abbreviations for the terms of metric measurement. Trace or copy the Base Payload words.

millimeter mm. centimeter cm.

decimeter dm. meter m.

counted around thousands

astounding allow proudly

surrounding mountain announcing

claim bridge building marvels

The Seven Wonders

The ancients counted seven man-made wonders around their world. Thousands of such astounding marvels proudly surround us. Of the towers, fountains, buildings, bridges, and mountain carvings announcing their claims to fame, could we allow only seven wonders?

SONIC PHONICS ORBIT 29 Galaxy 8

PROJECT TASK: *Learn the sound and spellings for / ou /.*

The diphthong / ou / is made by sliding from / o / to / $\overline{oo}$ /. It is regularly spelled ou or ow, with the ow spelling for the ends of words. Do not confuse the sound / ou / with the letters ou which can also spell / $\overline{oo}$ /, / oo /, / o /, / u /, and / $\bar{o}$ /.

Andrew nearly finished a SONIC ROUNDUP, but he left the Base Payload words for you to add.

/ ou / = ou

boundary
boundless
doubtlessly
doubtful
scoundrel
accountant
announcement
soundproof
compound
devour
devout
grouchy
arouse
council
counsel
encounter
pouch
pouting
unsound

____

____

____

____

____

____

____

____

____

/ ou / = ow

endowments

____

____

____

(Using words you added to Andrew's ROUNDUP figure out the note Annie sent to him this Orbit.)

Dear Boundless Orbiter,

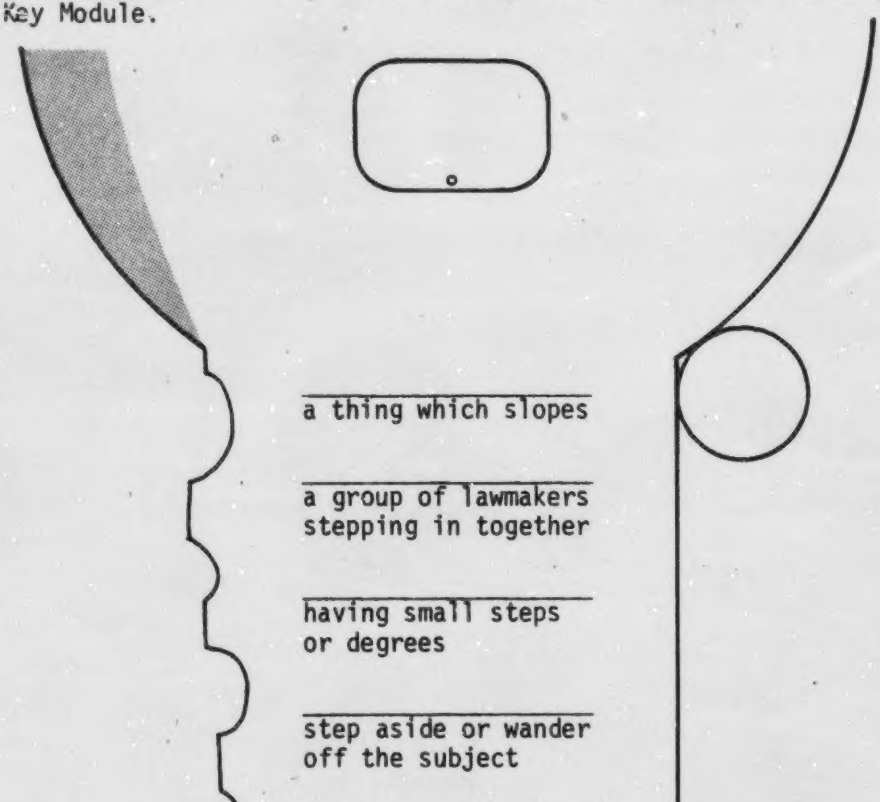
I'll ______________(in a manner with pride) keep Grover ___________(perimeter) awhile. He is doing _________(surprising) tricks for the astronauts here at the Master Word Station. He rides one of the Word Key Modules to the top of the______(structure). He _________(enumerated) all of the modules that ___________(enclose) us ____________ (present time). I ___________(permit) him to play in the cosmic _________(ornamental structures) on the deck while I'm busy with ______________(hundreds of hundreds) of word parts in my ______(stack) of data. I'm ______________(speaking to a point) an Androidic Asteroid Antic Frolics on Orbit 31. Doubtlessly, I'll see you then.

Your Word Station Wooer

411

PROJECT TASK: *Learn the root* ***grad*** , ***gred*** , ***gress*** *meaning STEP, DEGREE, WALK.*

The Space Shuttle delivered from Planet Root this word part: **grad** , **gred** , **gress** meaning WALK, STEP by STEP, or DEGREE. Annie programmed a Word Key Module.



____
a thing which slopes

____
a group of lawmakers stepping in together

____
having small steps or degrees

____
step aside or wander off the subject

____
exit, step out

____
Those things which step (go) into a cake, for instance

____
step forward by degrees

____
the act of making the last step

____
a step on a thermometer

TEACHING TAKEOFFS

TRACKING	Self evaluation.
PHONICS	Orbit 30: POSTTEST (any one choice) /ē/,key,tea,people; /i/ pretty,win; /e/says,ready; /ā/name,sail,play; /a/add,laugh; /u/uncle,enough; /o/stop,heart; /au/law,office;/ō/open,boat, snow; /o͝o/look,could; /o͞o/food,rule; /ū/use,beauty; /ī/giant, right; /ou/out,town; /oi/join,loyal. Orbit 31: ie=achieved, wield,yield,review,grief,achieve,friend; ei after c=perceived, perceive; ei for /ā/=reign,weighty,eight,their; Exceptions= neither,leisure,foreign,seize,weird,height. Orbit 32: ie= achieve,brief,chief,briefly,believe,relieve,field,niece,friend, piece,grieve,review; ei(c)=receive; ei(c=/ch/)=ancient; ei /ā/=neighbor,eighty; double=admitted,offered; drop e=relieved, decided,agreed,received,grieved,inquired; y to i=replied, studied.
MORTHOLOGY	Orbit 30: sandwich,instruments,miserable,foreign,succeeded, poisonous. Orbit 31: Column I (Base)advertised,avoiding,believe, charted,conventionally,cookies,fitness,frightening,fruiting, icy,poisonous,receive,reign,sluicing,succeeded,grabbed,different, pollution,enemies,unemployed,tried; Column II (Liftoff)advisable, admittedly,applied,committee,deliveries,fortunate,industrial, neighborhood,nervous,permitted,preference,surveying,leaky, requirement,inoperative,loneliness,biological,governmental, counselors,perceive. Orbit 32: 6,10,1,2,7,3,5,9,8,4.
SYNTAX	Orbit 30: 1.to prevent...business,NOUN,direct object 2.to lend money,ADVERB,unwilling 3.to pay for them,ADVERB,have 4.(first) to find food,ADVERB,rummaged; (second)to buy,NOUN,direct object 5.to fear,NOUN,direct object 6.to use...powers,NOUN,direct object 7.(first)to correct...practices,ADJECTIVE,legislation (second)to provide...millions,ADJECTIVE,legislation. Orbit 31: 1.(to)learn...rules,ADJECTIVE,you 2.(to)use them,ADJECTIVE, you 3.(to)use them,NOUN Subject 4.(to)stay,ADJECTIVE,e. 5.(to)go away,ADJECTIVE,e 6.(to)come before e,ADJECTIVE,i; 1.that...clue=to learn...clue 2.that...consonant=not to double ...consonant 3.that...i=not change to i 4.that it stays=to stay. Orbit 32: 2.to come...afternoon,NOUN as Direct Object of decided 3.to know...test,NOUN as Direct Object of want 4.-5. to do it,ADVERB,tells how he can 6.to achieve an A,ADVERB,how much of enough 7.to write,NOUN,Direct Object of have 8.him to be a leader,circle him,NOUN,Direct Object 9.(first)them to be intruders...times,circle them,NOUN,Direct Object (second)to seize...times,ADJECTIVE describing intruders 10.(first)to find...terms,ADJECTIVE describing relief (second)them to be... terms,circle them,NOUN,Direct Object. 11.to receive... expedition,ADJECTIVE,describing field.
MISSION GO	Orbit 30: Meltzer,Brother, Can You Spare a Dime?; Farr,The Roaring Twenties and the Great Depression; Goldston, The Great Depression.

PROJECT TASK: *Learn to identify and use Infinitive Phrases.*

An Infinitive is to + VERB or FORM OF BE. An Infinitive is not a part of the VERB Phrase in the sentence.

Present Active Infinitive	= to see	to be
Present Passive Infinitive	= to be seen	(none)
Perfect Active Infinitive	= to have seen	to have been
Perfect Passive Infinitive	= to have been seen	(none
Present Progressive Active Infinitive	= to be seeing	to be being
Present Progressive Passive Infinitive	= to be being seen	(none)
Perfect Progressive Active Infinitive	= to have been seeing	to have been being
Perfect Progressive Passive Infinitive	= to have been being seen	(none)

Infinitives can function as a NOUN, an ADJECTIVE, or an ADVERB. Infinitive Phrases keep enough of their VERB meaning that they can have objects within the Phrase. In the following sentences from the model in MISSION 30, underline the Infinitive or Infinitive Phrase. Circle how it functions. Write on the line its function as a NOUN or the word it modifies (describes) if it functions as an ADJECTIVE or ADVERB.

1. Crowds vow their votes to officials who promise to prevent another breakdown in the country's business.
   NOUN ADJECTIVE ADVERB ______________

2. Bankers were unwilling to lend money.
   NOUN ADJECTIVE ADVERB ______________

3. People who had bought things on credit didn't have the money to pay for them.
   NOUN ADJECTIVE ADVERB ______________

4. City people rummaged in garbage cans to find food that they could not afford to buy
   (first) NOUN ADJECTIVE ADVERB ______________
   (second) NOUN ADJECTIVE ADVERB ______________

5. The only thing we have to fear is fear itself.
   NOUN ADJECTIVE ADVERB ______________

6. In his New Deal program he started to use to the fullest his presidential powers.
   NOUN ADJECTIVE ADVERB ______________

7. In one-hundred days Congress passed legislation to correct unsound monetary practices and to provide jobs for millions.
   (first) NOUN ADJECTIVE ADVERB ______________
   (second) NOUN ADJECTIVE ADVERB ______________

PROJECT TASK: *Evaluate the height and shape of letters.*

Check the height to all of your letters. Are tall loop letters all three imaginary lines high? Are a, c, d, g, o rounded? Are all tail loops extending two imaginary lines below the base line? Perceive in your mind the missing letters. Check the MISSION Payload. Complete the words and trace or copy them again.

The Great Depression

wo sc l gr l cr d

breakd n allo surr nd

ab t d bt epidemic

mi ions h gry dismal

The Great Depression

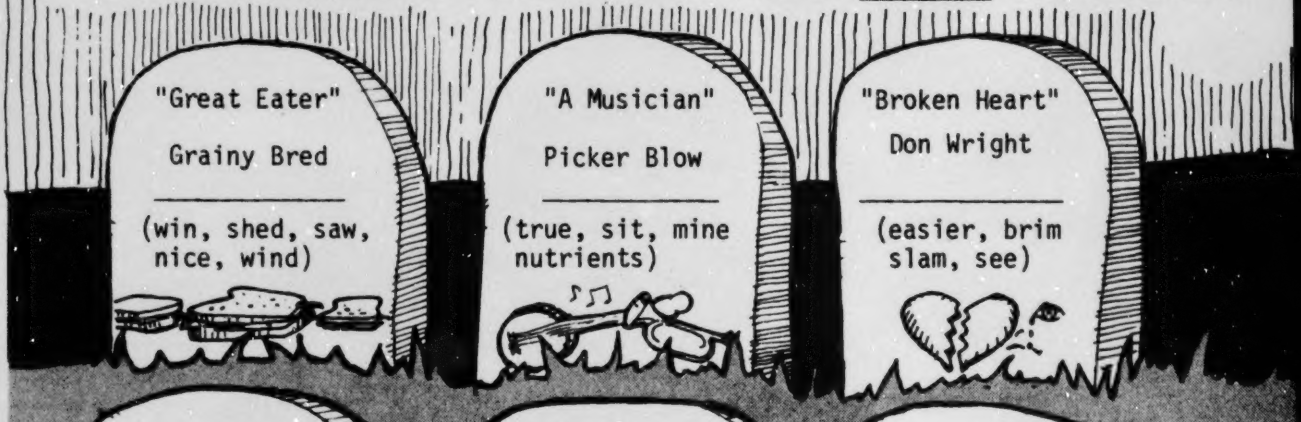
During the Great Depression millions of people were out of work, homeless, and hungry in our rich nation. In the logic of some Americans, the dismal outlook of the 1930's could surround them again. Consumers scowl at prices or growl about products. Crowds vow their votes to officials who promise to prevent another breakdown in the country's business. None wishes to arouse an epidemic of doubt, but all resolve the fear.

PROJECT TASK: *Learn the prefix* ***epi-*** *meaning UPON, BESIDE, AMONG and the root* ***logo*** ***log*** *meaning WORD.*

Here are two Word Key Modules already completed for you on the prefix and root for this Orbit 30:

episode	(one happening among others)	logic	(reason with words)
epidemic	(being among the people)	logogram	(letter to stand for a word, like TV)
epigram	(clever, short saying)	logogriph	(a word puzzle)
epistle	(letter)	logorrhea	(flux of words)
epitaph	(inscription upon grave)	logarithm	(exponent numeral giving the process)
epilogue	(concluding words)	log	(written record)

Annie explains, "You have all played the kind of word game in which you wrote as many words as you could find in a term or name. A logogriph is the process inverted; you are given the small words from which to figure out the larger term or name. An epitaph is on the following tombstones, but the missing name in the pun or play on words can be discovered from the logogriph clues below it.


"Great Eater"
Grainy Bred
____
(win, shed, saw, nice, wind)
"A Musician"
Picker Blow
____
(true, sit, mine nutrients)
"Broken Heart"
Don Wright
____
(easier, brim slam, see)
"A Visitor"
A. Lee N.
____
(fine, rein, of gone, if)
PASSPORT
U.S. VISA
"Big Graduation"
Hugh G. Class
____
(deuce, see, used educe, cue)
"Died Drinking"
Al Choe Halls
____
(soon, soup unison, nip)

PROJECT TASK: *POSTTEST on the vowel circle.*

You were introduced to the vowel circle in Orbit 3. Each week you have tuned into one vowel sound and tried to visually memorize the ways it is written. Place the vowel sounds in the right progression below and write one of the following words by it to show one way it is represented.

POSTTEST

/ / ____________

/ / ____________

/ / ____________

/ / ____________ / / ____________

/ / ____________ / / ____________

/ / ____________ / / ____________

/ / / /

____________ ____________

long sliders

/ / ____________

/ / ____________

diphthongs

/ / ____________

/ / ____________

Word Examples

key
tea
people
pretty
win
says
ready

name
sail
play
add
laugh

uncle
enough
stop
heart
law
office

open
boat
snow
look
could
food
rule

use
beauty
giant
right
out
town
join
loyal

SKYWRITING ORBIT 31 Galaxy 8

PROJECT TASK: *Keep i to a point and keep a loop in e.*

Keep points on lower case i, r, s, t, u, and w. Keep a loop in e. Perceive in your mind the Base Payload words. Write the missing part after you check the MISSION Payload. Copy or trace them again.

i r s t u w ei ie

ach ve perc ved ght fr nd

th r r gn for gn h ght

n ther l sure s ze w rd

N ther l sured for gner s zed the

counterf t money because th y saw

w rd h fers on the h ghts above them.

Spelling Rules

Spelling rules are few, only four,
But to use them's the secret chore.
A suffix starts with a vowel:
End "e" grabs a crying towel.
If suffixes start other ways,
Silent "e" makes sure it stays.
When soft c or g is achieved,
The e must stay as perceived.

PROJECT TASK: *Learn and apply the ie-ei rule.*

Andrew conducted a SONIC ROUNDUP based on the ie-ei rule: i before e except after c, unless ci takes a / sh / or / ch / sound, and e before i when the sound is / ā / with a few exceptions. Add words missing from the Payloads.

Annie gave Andrew this sentence to help as a memory clue for the major exceptions to the ie-ei rule:

> Neither leisured foreigner seized the counterfeit money because they saw the weird heifers on the heights above them.

SONIC ROUNDUP

i before e

achievement
apiece
briefly
enemies
grieve
masterpiece
opportunities
piece
priest
shield
grievance
memories
yielding

____

____

____

____

____

____

____

ei after c

ceiling
receipt
receiving
conceited
conceive
deceive

____

____

ei for / ā /

reigns

____

____

____

____

Exceptions

____

____

____

____

____

____

PROJECT TASK: *Apply the rules of othography.*

In Androidic Asteroid Antics throughout Galaxy 7 and 8 you have learned the patterns for adding suffixes to roots or words. These rules are reviewed in a new way in the model's rhymed couplets and verses. Apply the appropriate rule to each case below.

advertise + ed ______________
avoid + ing ______________
bel__ve(ie-ei?) ______________
chart + ed ______________
convention + al + ly ______________
cooky + plural ______________
fit + ness ______________
frighten + ing ______________
fruit + ing ______________
ice + y ______________
poison + ous ______________
rec__ve(ie-ei?) ______________
r__gn(ie-ei?) ______________
sluice + ing ______________
succeed + ed ______________
grab + ed ______________
differ + ent ______________
pollute + ion ______________
enemy + plural ______________
unemploy + ed ______________
try + ed ______________

advise + able ______________
admit + ed + ly ______________
apply + ed ______________
commit + ee ______________
delivery + plural ______________
fortune + ate ______________
industry + al ______________
n__ghborhood(ie-ei?) ______________
nerve _ ous ______________
permit + ed ______________
prefer + ence ______________
survey + ing ______________
leak + y ______________
require + ment ______________
inoperate + ive ______________
lone + ly + ness ______________
biology + ic + al ______________
govern + ment + al ______________
counsel + ors ______________
perc__ve(ie-ei?) ______________

PROJECT TASK: *Identify bare Infinitives when to is omitted. Use Infinitives to improve sentences.*

Although Infinitives usually begin with to + VERB or FORM OF BE, the to is omitted after words like dare, hear, help, let, make, please, and see.

Underline the Infinitive or Infinitive Phrase in the following sentences. Circle that it is a NOUN, ADJECTIVE, or ADVERB. Tell how it functions as a NOUN (Subject, Direct Object, Predicate NOUN, Indirect Object, Object of a Preposition). If it functions as an ADJECTIVE or an ADVERB, tell the word it modifies.

1. Annie and Andrew have helped you learn spelling rules.
   NOUN ADJECTIVE ADVERB ______________
2. Working with the rules makes you use them.
   NOUN ADJECTIVE ADVERB ______________
3. Spelling rules are few, only four, but to use them's the secret chore.
   NOUN ADJECTIVE ADVERB ______________
4. Soft c or g lets e stay.
   NOUN ADJECTIVE ADVERB ______________
5. A suffix beginning with a vowel makes e go away.
   NOUN ADJECTIVE ADVERB ______________
6. If the vowel sound is not after c or the sound / ā /, you see i come before e.
   NOUN ADJECTIVE ADVERB ______________

Underline the dependent Subordinate Clauses in the following sentences and change them to an Infinitive Phrase, some with a bare Infinitive.

1. Annie and Andrew told you that you should learn the ie-ei memory clue.

   ____

2. When you hear stress on the last syllable before the suffix, you have learned that you do not double the consonant.

   ____

3. If there is a vowel before y, you dare that it not be changed to i.

   ____

4. If suffixes start with a consonant, final e makes sure that it stays.

   ____

PROJECT TASK: *Use conventional forms for direct quotations and incomplete statements. Use PRONOUNS in the Objective form for Subjects of Infinitives*

When a PRONOUN is used as the subject of an Infinitive it must be in its Objective form. In the following sentence the Infinitive Phrase is underlined.

He considered them to be intruders.

The Phrase functions as the Direct Object of considered. Them functions as the Subject of the Infinitive Phrase in which to be is Present Infinitive with intruders the Predicate NOUN referring back to them. Sometimes an Infinitive is within an Infinitive Phrase.

Write or underline the Infinitive Phrases from the entire model. If the Phrase has a PRONOUN as its Subject, circle it. Write how the Phrase or Infinitive functions in the sentence. The first one is written for you. Some are unfinished.

1. (Do you) Want to come? to come NOUN, Direct Object of want
2. ______
3. ______
4. (I received) Eighty, to be precise. ADJECTIVE , describes eighty
5. I don't believe (that) I can (to) do it.
6. ______
7. This paragraph (that) you have to write uses it.
8. By his very mien and posture they knew him to be a leader.

   ______

9. If he considered them to be intruders about to seize the land which had belonged to his tribe since ancient times, there might be a brief and fierce conflict. (first)______

   (second)______
10. It was a relief to find that the chief understood them to be on friendly terms. (first)______

    (second)______
11. ______

PROJECT TASK: *Keep tall loop and tail loop letters uniform.*

Tall loop and tail loop letters have straight backs. The loops must be kept equally open and slanted at a uniform angle. Tall loops are three lines above the base line. Tail loops are two lines below the base line. Perceive the missing letters. Check the Base Payload in MISSION 32 to be sure before you write the letters. Trace or copy the words once again.

ch f   br f   br fly

bel ve   re ve   f ld

n ce   fr nd   p ce

rec ve   gr ve   for gn

n gh or   e g y   re iew

s rie   Rel   Spe

Relief Spelled...

"Chief!" Jim shrieked to his friend Tony. "I'm relieved I found you." Jim slid his Stingray to a halt.

"I'm going to the soccer field. Want to come?" Tony nodded offhandedly. "My neighbor's niece decided to come to the game this afternoon."

"Excellent," Jim agreed, "but I want to know what you received on the test."

PROJECT TASK: *Perceive where the rules of orthography have been applied.*

In Cosmic Constructions Orbit 31 you applied the spelling rules reviewed in MISSION 31's model. You have learned the fourth of the important Androidic Asteroid Antics in the ie-ei rule. Andrew has a classification task a little different from just a SONIC ROUNDUP. You must look for the words from the Payloads in MISSION 32 which follow one of the rules of orthography stated below: Write them in all of the categories in which they fit.

i before e

shriek
belief
believing
communities
groceries
inquiries
relief
mien
replied
studied
relieved
shrieked

____
____
____
____
____
____
____
____
____
____
____
____

e before i
after c

deceive
perceived
received

____

ie-ei

Exception

____

i before e
if ci says
/ sh /, / ch /

____

e before i
when sounds
/ ā /

____
____

When a word ends in one vowel + one consonant and the suffix begins with a vowel, double as long as the stress (') is on the last syllable before the suffix.

friendly
snickered
bantered
excellent

____
____

When a word ends with a silent e and the suffix begins with a vowel, drop the e unless it is needed to keep c or g soft like y and i will.

believing
perceived
intruders
expedition

____
____
____

When a word ends in y preceded by a consonant, the y changes to an i unless the suffix begins with an i.

communities
groceries
inquiries
supplies

____
____

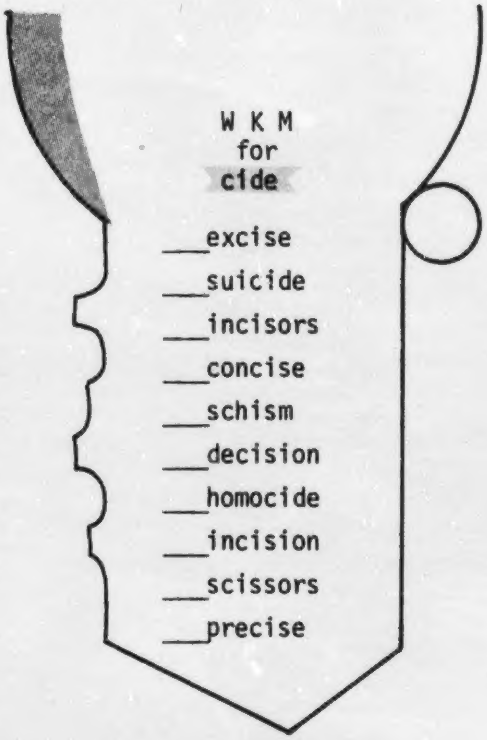
PROJECT TASK: *Learn the root* ***cise cide*** *meaning CUT or KILL and a very similar root* ***cid*** *meaning FALL or HAPPEN.*

The Space Shuttle was given extra information at Planet Root about **cise** meaning CUT. Strangely it comes from a Latin word caedere (caesus) also meaning CUT, but also uniquely like the Roman Conqueror Caesar. Perhaps you have heard of a Caesarean birth in which the mother's abdomen is opened. The Latin word came from a Greek word schizein for SPLIT or CUT, so we took directly words like scissors and schizophrenic (split personality) from the Greek origin. Killing in Roman armies was usually by cutting with a sword, so the root **cide** came also to mean KILL, like insecticide.

The root **cid** comes from a different Latin word cadere (casu) meaning FALL which the French changed to cheance and the English to chance or HAPPEN. English added casual, occasion, and accident.

Annie got so interested in the etymology (word history) of the **cide** words that she didn't get the meanings programmed to fit the words on the Word Key Module. Re-number the words in the Key to fit their meanings.

1. the teeth for cutting into
2. with extras cut off, especially in statements
3. the act of cutting away alternatives until one is chosen
4. cut before, exactly
5. killing humans
6. to cut out like a tumor
7. cut or divided into a separate part
8. those which can cut
9. act of cutting into
10. killing oneself



W K M
for
cide

___excise
___suicide
___incisors
___concise
___schism
___decision
___homocide
___incision
___scissors
___precise

TEACHING TAKEOFFS

TRACKING	Demonstrate a uniform style and spacing in cursive handwriting.
PHONICS	Orbit 33: /shun/=connection,solution,civilization,co-operation, construction,perfection,destruction /chun/=convention, conventional,conventionally,intention, /zhun/=decision,explosion Orbit 34: /e/+/r/era,experimental /u/+/r/=similar,garage, separate,several,Enterprise,asteroid /o/=/r/=Star Trek, startling,charted,cargo,arms,harvest /ō/=/r/=orbit (debatable) /y/+/o͝o/+/r/=European.
MORPHOLOGY	Orbit 33: 1.precaution,nation,solution 2.construction,intention, perfection,connection,expression 3.convention,extermination, cooperation 4.limitation 5.civilization,realization,preparation, imagination. 6.(none) 7.definition 8.destruction,decision explosion. Orbit 34: Prefixes: before,against,through,over (upon),between,against (to or toward from the opposite),after; Roots: star,go (yield),cut,fall (happen),kill,world,wheel (circle),stop,man,word,move,sail,ship,place, (position),know, sit,earth,turn,live; Suffixes: one who,make,make,relating to, like to a great degree,state,act,or result of.
SYNTAX	Orbit 33: 1.Testing its perfection,Subject 2.Deciding...War II, Subject 3.using the atomic bomb,Object of Preposition 4. Preventing...imagination,Subject Orbit 34: 1.startling, Participle,ADJ.-era 2.to be...orbit,Infinitive,ADV.-charted 3.man-made,Participle,ADJ.-asteroids 4.(first)robot-controlled, Participle,ADJ.-arms; (second)to retrieve...repair...satellites, ADV.-able(how) 5.stranded,Participle,ADJ.-astronauts 6.(first) launched from it,Participle,ADJ.-Satellites (second)manufacturing...alloy,Gerund,NOUN as Direct Object 7.(first)to rescue... atmosphere,Infinitive,NOUN as Direct Object (second,within the Infinitive Phrase) lumbering,Participle,ADJ.-Station 8.to establish...to ferry...to harness...sail,Infinitives(bare), ADV.-may (second)called a solar sail,Participle,ADJ.-craft.
MISSION GO	Orbit 33: Hersey,John,Hiroshima. Orbit 34: Any National Aeronautics and Space Administration Center,Space Shuttle, 1975. Watch TV and current periodicals.

PROJECT TASK: *Identify and use Gerunds.*

Gerunds, like Infinitives and Participles, are VERBALS which can function alone or in its own Phrase. Gerunds are derived from VERBS or FORMS OF BE. They have Tense forms all of which take the -ing

Present Active Gerund	seeing	being
Present Passive Gerund	being seen	(none)
Perfect Active Gerund	having seen	having been
Perfect Passive Gerund	having been seen	(none)

A Gerund is an -ing VERBAL used as a NOUN.

Because a Gerund comes from a VERB, it can have objects.

Because a Gerund is a NOUN, it can be modified by ADJECTIVES.

Because a Gerund can have its own Phrase, it can have a Subject.

The Subject of a Gerund is in the Possessive form:

Bob's arriving is all that she anticipated.

She anticipated his arriving.

Gerunds are often used in Prepositional Phrases which function like Subordinate Clauses. The Phrase must be placed to make clear the word it modifies.

After blasting the A-bomb, we realized its destructive force. (The underlined Gerund functions as the Object of the Preposition after. The Prepositional Phrase as a whole functions as an ADVERB telling when we realized it.)

Underline the Gerunds in the following sentences from the model. On the line tell how they function as a NOUN.

1. Testing its perfection was the intention. ____________________
2. Deciding to use the atomic bomb to end Word War II creates a stark realization. ____________________
3. Conflicts have occurred throughout the world since 1945 without using the atomic bomb. ____________________
4. Preventing what stuns the imagination supercedes the destruction of our civilization. ____________________

PROJECT TASK: *Demonstrate uniform style.*

Trace or copy the following phrases from the MISSION model and the words from the Base Payload.

The Blast That Shook the World

World War II July 16, 1945

260,000 Japanese in Hiroshima

Strategic Arms Limitations Talks

conventionally civilization

construction intention nation

perfection destruction explosion

The Blast That Shook the World

For our civilization it began conventionally enough. It was a part of our nation's construction of weapons for World War II. Testing its perfection was the intention. On the morning of July 16, 1945, in a desert of New Mexico rose a brilliant mushroom-shaped cloud of destruction. Three weeks later a second atomic explosion killed 260,000 Japanese in Hiroshima.

PROJECT TASK: *Demonstrate perception of the sounds / shun /, / chun / , and / zhun / for the suffix -tion , -ion , or -sion*

Andrew only began a SONIC ROUNDUP on the words with a suffix -ion meaning STATE, ACT, CONDITION, or RESULT OF. Add all of the words from the Payloads in MISSION 33.

/ shun /	/ chun /	/ zhun /
additional	____________________	____________________
admiration		
affection	____________________	____________________
compensation		
competition	____________________	
completion		
conviction	____________________	
declaration		
definition		
description		
determination		
edition		
emotion		
emotional		
exclamation		
function		
inspiration		
multiplication		
prescription		
proportion		
realization		
international		
extermination		
expression		
precaution		
limitation		
preparation		
imagination		
____________________		
____________________		
____________________		
____________________		
____________________		
____________________		
____________________		

PROJECT TASK: *Identify the various patterns for adding the suffixes*
-tion ***-sion*** ***-ion***

Root and base words can be grouped into several basic patterns or sets for adding these suffixes or for containing this element if additional suffixes are intentionally added. Find all of the words in the model containing these suffixes. Write them into the category or set or pattern to which they belong.

1. Often this element functions as a basic part of the word.

   function

   __________ __________ __________

2. -ion is added directly to the root word.

   edition __________ __________

   __________ __________ __________

3. -ion is added to words that end in a silent e, but the e is dropped, before -ion or -tion is added.

   separation

   __________ __________ __________

4. -ion becomes -ation added directly to a root word.

   transportation

   ____

5. The root word ends in a silent e, and it is dropped before -ation is added.

   examination __________

   __________ __________ __________

6. The root word ends in y which is changed to i before -cation is added.

   multiplication

   ____

7. The root word ends in a silent e but it is changed to i before -tion is added.

   ____

8. Sometimes a letter or letters in the root word are changed before either -sion or -tion is added.

   describe = description divide = division

   __________ __________ __________

PROJECT TASK: *Judge spacing.*

When you ride a bike, participate in a sport, make a map or diagram, or write, you judge the space within which you will perform. The following words are from the Base Payload, but a part of the beginning of each is missing. Judge the space you will need to attach the necessary letters. Trace or copy all of the words a second time when you have checked yourself against the MISSION list.

ar ek lar go

ling ted age

ms ate est

ral bit prise

tude ion

oid mental

Space Shuttle

The 1980's Space Shuttle *Enterprise*, similar to its namesake in *Star Trek*, will mark a startling new era. It is charted to be a large cargo garage in orbit. From its clamshell-like doors robot arms with several joints will start separate satellites on a multitude of missions. These man-made asteroids with their experimental ports will harvest information.

PROJECT TASK: *Learn that a vowel + r results in a number of sounds in English.*

Any vowel or combination of vowels followed by the letter r creates one of the sounds identified by Andrew in his SONIC ROUNDUP. Find all of the Payload words that he missed and write them into the set for its sound pattern. You won't find dictionaries agreeing with Andrew or each other!

/ e / + / r /

solitary
aeronautics
ferried
____
____

/ u / = / r /

laboratory
terrestrial
inoperative
lumbering
fiery
asteroidal
dollar
governmental
surveys
manufacturing
perfect
____
____
____
____
____
____

/ o / = / r /

harness
____
____
____
____
____
____

/ ō / + / r /

____

/ i / + / r /

atmosphere

/ y / + / oo / + / r /

____

PROJECT TASK: *POSTTEST on prefixes, roots, and suffixes introduced since MISSION 18.*

POSTTEST

Find the meaning in the lists below and write it by the prefix, root, or suffix it fits. Some may be used more than once. Some may not be used at all.

state, act, or result of
over, upon, beside
on the ground, man
relating to
through, perfect
fall, happen
like to a great degree

earth
cut
place
against
world
wheel
move
step

turn
before
kill
between
word
after
sit
ship

lead
said
star
know
live
one who
make
go (yield)

Prefixes

ante- ____________
anti- ____________
dia- ____________
epi- ____________
inter- ____________
ob- (oc-, of-, op-) ____________
post- ____________

Roots

aster (astro) ____________
cede (ced, cess) ____________
cise (cise) ____________
cid ____________
cide ____________
cosm (cosmos) ____________
cycle (cycl) ____________
grad (gred) ____________
hum ____________
logo (log) ____________
mov (mob, mot) ____________
naut ____________
nav ____________
pos (pon, post, pound) ____________
sci ____________
sid (sed) ____________
terr (terra) ____________
vers (vert) ____________
viv (vita) ____________

Suffixes

-eer (-ier) ____________
-fy ____________
-ize ____________
-ile ____________
-some ____________
-tion (-ion, -sion, -ation) ____________
____

PROJECT TASK: *POSTTEST on Verbals*

POSTTEST

In the following sentences from the model underline the Verbal Phrase. Circle Participle, Infinitive, Gerund and write how it is used in the sentence.

1. The 1980's Space Shuttle Enterprise, similar to its namesake in Star Trek, will mark a startling new era.

   Participle Infinitive Gerund ____________________

2. It is charted to be a large cargo garage in orbit.

   Participle Infinitive Gerund

3. These man-made asteroids with their experimental parts will harvest information.

   Participle Infinitive Gerund ____________________

4. The robot-controlled arms and the crew of the Enterprise will be able to retrieve and repair crippled satellites.

   (first) Participle Infinitive Gerund ____________________

   (second) Participle Infinitive Gerund ____________________

5. It can rescue stranded astronauts.

   Participle Infinitive Gerund ____________________

6. Satellites launched from it will make geological surveys, test production of chemically pure drugs, or try manufacturing the perfect alloy.

   (first) Participle Infinitive Gerund ____________________

   (second) Participle Infinitive Gerund ____________________

7. It plans to rescue the Skylab Space Station, now inoperative and lumbering to a fiery death in terrestrial atmosphere.

   (first) Participle Infinitive Gerund ____________________

   (second) Participle Infinitive Gerund ____________________

8. Other fiction-like missions may (to) establish asteroidal factories, (to) ferry colonies into orbit, or (to) harness solar energy with an exotic craft called a solar sail.

   (first) Participle Infinitive Gerund ____________________

   (second) Participle Infinitive Gerund ____________________

SKYWRITING ORBIT ___ Galaxy 8

DICTATION

440

202

The number shows how many times the word appeared in American Heritage's *__Word Frequency Book__ (1971) for its sampling of over 5 million words in 17 content areas of grades three through nine.*

about 12496
Abraham 88
achieve 69
advertised 20
advertising 45
all 16997
allow 229
announce 32
announcing 14
arms 630
army 148
around 4632
assign 12
asteroids 22
atom 225
automobile 244
avoiding 16
awesome 21
awful 106
belief 82
believe 82
boast 18
book 1453
bought 598
bowl 325
breakdown 12
bridge 270
brief 160
briefly 62
brilliant 140
broken 535
brought 1357
browse 6
brutal 16
building 886
buy 872
candlestick 9
cargo 196
caught 793
celebrate 73
charted 6
Chicago 236
chief 428
Chief 105
Chinatown 14
choice 207
choke 12
choose 731
civilization 124
claim 125
close 1288
clothes 678
cold 1469
complex 206
compound 480
construction 22
convention 53
conventional 42
conventionally
Continental 45
cookies 168
cool 500
copyright 2
counted 156
cow 263
crowd 396
cue 263
cycle 125
daily 229
decide 540
Delaware River 73
Depression 6
desert 504
design 487
destroy 107
destruction 55
diagram 290
dismal 22
divert 4
doubt 222
drove 361
eight 651
eighty 41
element 258
energy 1190
Enterprise
enterprise 35
epidemic 15
era 65
experimental 42
explosion 73
field 919
fitness 10
flexed 3
fliers 22
flies 220
flood 127
flow 352
fly 785
foam 36
foe 26
food 2801
foreign 263
force 651
fountains 19
France 633
friend 923
frightening 66
fruiting 5
functions 111
future 354
garage 157
George 828
Golden 75
good-bye 33
Great 411
grew 847
grieve 8
groan 26
group 1570
growl 25
grows 331
growth 322
guide 347
harvest 112
heat 1003
height 346
hero 129
high 2237
Hiroshima 8
hold 1192
hooped
hound 44
how 13303
hue 20
Hugh 34
human 710
hungry 399
ice 995
icy 89
idea 1397
immobile 3
include 483
information 817
intention 25
ion 25
Japanese 354
Joe 680
joining 65
joints 77
June 205
knew 2044
knobby 7
laboratory 33
large 2777
lawyer 43
leisure 47
Lincoln 261
lightning 166
logic 21
looseness
lowered 95
loyal 38
mark 980
marvel 23
meadow 101
meadows 54
military 209
millions 416
minibike 2
mission 165
model 332
molecule 160
mountain 838
move 1592
moved 994
multitude 21
mushroom 43
neighbor 178
neighborhood 150
neither 402
new 5448
niece 17
now 7457
nutrients 103
nutrition 29
obey 89
observation 98
odds 41
odor 84
official 153
often 2611
open 1416
opposite 591
orbit 233
overlooked 21
own 3006
palace 156

palms 55
payroll
peculiar 83
peered 40
perceive 31
perfection 34
piece 1198
point 1904
poison 76
poisoned 20
poisonous 77
political 356
propose 20
proudly 122
receive 246
reign 30
relief 110
relieve 24
reminded 86
repair 81
review 312
right 4815
roar 167
robot 71
room 1801
root 568
route 196
rule 618
San Francisco 147
satellites 191
schedule 61
science 601
score 411
scowl 7
seize 40
separate 416
several 1801
shore 447
should 3470
shriek 17
sight 565
similar 555
slavery 160
slide 182
slopes 132
sluicing 2
sole 40
sometimes 2278
soon 2129
Springfield 14
start 1087
startling 36
Star Trek
succeeded 103
Sue 138
suited 71
suppose 797
supposed 194
surprise 389
surround 36
survive 87
talent 43
talked 415
taught 283
their 13258
thirteen 116
thoughtless 10
thousands 727
tie 234
tourists 67
tower 170
tried 1077
tries 123
try 1958
Tuesday 73
turmoil 13
unemployed 11
usual 313
usually 1712
value 512
victory 149
victuals 3
vie 4
viewpoints 3
vital 65
voice 1280
vow 11
vying
Washington 60
weapons 120
weird 32
wharf 5
while 2837
whole 1886
wide 863
would 11188
your 15311
youth 201

* *

THE FOURTH 100 MOST USED WORDS

Here are the fourth 100 most frequently used words according to American Heritage's Word Frequency Book (1971) in its sampling of over 5 million words for grades three through nine in 17 content areas. (They are listed in a rank order given them by a mathematical computation based upon how often they were used in all content areas.) The third 100 are on the back of the Base Payload for Missions 1 - 18.

money 1694
seen 1663
didn't 2016
car 1752
morning 1736
given 1661
trees 1645
I'm 1848
body 1783
upon 1574
family 1768
later 1599
turn 1577
move 1592
face 1629
door 1748
cut 1757
done 1566
group 1570
true 1696
half 1514
sentences 2611
red 1557
fish 1513
plants 1886
living 1645
wanted 1637
black 1556
eat 616
short 1534
United States 1836
run 1473
kinds 1545
book 1453
gave 1534
order 1507
open 1416
ground 1511
lines 1715
cold 1469
really 1414
table 1502
remember 1423
tree 1421
course 1352
front 1438
known 1401
American 1575
space 1499
inside 1398
ago 1387
making 1408
Mrs. 1619
early 1439
I'll 1604
learned 1345
brought 1357
close 1288
nothing 1422
though 1339
started 1409
idea 1397
call 1374
lived 1372
makes 1311
became 1501
looking 1331
and 1654
become 1304
grow 1418
draw 1623
yet 1325
hands 1357
less 1366
John 1347
wind 1336
places 1337
behind 1376
cannot 1279
letter 1738
among 1308
4 2059
A 1535
letters 1798
comes 1289
able 1260
dog 1380
shown 1490
mean 1226
English 1564
rest 1183
perhaps 1235
certain 1198
six 1229
feel 1275
fire 1227
ready 1207
green 1216
yes 1317

The number shows how many times the word appeared in American Heritage's *Word* *Frequency* *Book* *(1971) for its sampling of over 5 million words in 17 content areas of grades three through nine.*

accumulates 2
achieve 69
administration 57
admitted 100
advertised 20
advertisement 28
advertising 45
agency 37
agreed 325
allow 229
alloy 34
aluminum 134
annoyed 44
anti-slavery
apex 5
application 58
applying 47
aptitudes 4
arch 26
arouse 25
assigned 65
assigning 4
assume 99
assure 23
astronautic
astronauts 109
atom 225
audience 209
autobiography 9
automobile 244
autumn 139
avoiding 16
balance 263
ballad 41
barricades 3
biological 25
boisterous 4
brilliant 140
bronze 66
browse 6
brutal 16
businessmen 50
candlestick
capsules 10
carbohydrates 66
caution 40
cautious 18
cereal 66
certify 3
changes 859
chemically 23
Chicago 236
Chinatown 14
choose 731
civilization 124
column 471
complex 206
complicated 143
compound 480
computer 78
Confederate 56
connection 71
conscious 53
consider 346
consonant 702
constant 141
consumes 21
continues 111
contrary 59
contrivance 4
controversial 15
converted 55
cooperation 40
copyright 2
cosmic 17
cosmonauts 7
counseled 6
counselors 10
course 1352
credit 100
crippled 23
crusades 2
cucumbers 15
daughter 288
decided 777
decision 127
declined 23
defense 110
deftly 5
Democratic 34
depression 29
despised 17
diagram 290
disappointment 50
disease 250
disloyal 2
disloyalty 2
dissatisfied 18
distributes 3
diverting 7
dollar 217
double 414
drillmaster
drove 361
dwarfed 6
economy 104
effort 227
element 258
Embarcadero
encampment 7
energy 1190
engine 582
entirely 204
epidemic 15
epilogue 29
episode 22
eternity 6
eucalyptus 15
European 323
evaluate 34
eventually 178
evidence 221
evidently 48
exceeds 14
exclusive 18
exposure 31
expression 287
extermination 9
eyesight 13
famous 717
fault 120
federal 165
Fisherman's 3
flounder 10
follow 1022
followed 880
forbade 14
force 651
foreign 263
foul 35
friction 91
frightening 66
frontier 117
frozen 209
fruits 240
fruiting 5
functions 111
future 354
garbage 60
geography 104
geological 17
gigantic 43
governmental 16
graduated 48
graduation 28
granite 62
gravity 257
Great Depression
grief 48
grieved 12
growth 322
guides 71
hazard 25
height 346
hew 3
hoisted 21
honestly 20
hooped
Hugh 34
human 710
human beings
humane 6
hungry 309
imagination 150
important 2588
improve 201
improving 53
improvised 16
incline 9
include 483
Indianapolis 17
individual 278
inquire 6
insight 25
integrity 11
interfere 37
international 121
interview 25
invoices 7
ion 25
iron 817
issue 97

journeys 257
junior high school 7
keenly 6
knock 85
launched 68
leaky 10
legislation 27
leisure 47
lightning 166
logic 21
looms 17
lying 275
manufacturing 199
massive 66
matter 1132
meadow 100
mechanic 28
mentioned 147
millions 416
minerals 341
minority 27
model 332
molecule 160
moment 834
motocross
multimillion 2
muscle 133
neighbor 118
neighborhood 150
neither 402
niece 17
nightmares 3
noisy 94
numerous 120
nutrients 103
nutrition 29
obeying 7
object 718
observations 98
offended 20
offered 219
oppose 8
Oregon 106
pauses 19
paragraph 839
particles 290
pattern 1057
peculiar 83
perceive 31
percentage 46
perfect 249
pioneer 100
pioneers 145
plantations 68
poisoned 20
poisonous 77
popular 393
population 449
positively 35
postponed 7
power 165
powerfully 9
precaution 8
preceded 67
precise 99
predictions 22
preparation 66
preside 9
proceeded 30
production 227
propose 20
proteins 81
proved 239
pungent 9
purchases 26
purchasing 13
pursuits 8
qualified 19
quit 69
rainbow 76
realization 14
received 370
refuse 57
register 52
reign 30
rejoice 11
relieve 110
relieved 40
remained 241
repair 81
replied 439
Republican 56
requirements 20
residents 23
resign 10
retrieve 2
reverse 63
review 312
revive 11
rummaged 5
salute 27
satellites 158
satisfied 133
scanned 11
schedule 61
schedules 9
science 602
sculpture 72
seceded 3
secession 13
sensed 25
shadows 147
shallow 136
shelter 146
shortages 9
shrieked 27
sickness 59
skiing 29
slavers 2
sluicing 2
smuggling 5
snickered 5
soccer 11
solution 516
South Carolina 68
spanning 4
special 1192
sporty 3
stainless 9
stark 10
strategic 24
structure 343
students 475
studied 432
stumbling 16
stun 15
subside 2
succession 49
supplies 25
supersession
superstructure 2
surround 36
surprising 111
surveys 13
survival 45
survives 87
suspension 23
sustain 10
sympathy 45
taper 10
tattered 23
telescope 186
though 1339
thrones 4
throngs 5
throughout 458
tissue 130
tough 173
tourists 67
transit 3
transmit 26
true 1696
tubular 11
Tuesday 73
unified 20
unique 132
unwilling 17
Valley Forge
value 512
vegetables 378
versatile 16
version 81
victuals 3
virtue 18
vital 65
vitamins 117
vowel 1484
vying
weapons 120
weary 104
weighty 4
weird 32
wend 4
whether 1060
whisk 12
whole 1886
wield 3
World War II
yield 3
yourself 812

Words hard for me:

The number shows how many times the word appeared in American Heritage's *__Word Frequency Book__ (1971) for its sampling of over 5 million words in 17 content areas of grades three through nine.*

abolition 5
abolitionists 7
accountant 9
accumulate 11
achievement 41
accute 38
additional 169
administration 57
admiration 41
aeronautics 6
affection 31
allowance 64
altar 24
alternative 21
amusement 34
ancient 512
announcement 37
annoyance 13
anxiety 27
apiece 27
apologize 11
appropriate 167
arouse 25
assembled 58
associate 34
association 40
assuming 26
assurance 12
assure 23
assuring 3
asteroid 5
astrolabs
astronaut 83
astronomical 12
atmosphere 395
auction 18
auditorium 32
awfully 45
awkward 62
balloon 233
bantered 1
barricade 3

belief 82
believing 28
bestow 4
boastful 8
boisterous 4
bonus 21
borrowed 145
boundary 79
boundless 8
boys' 37
breakdown 12
brief 160
briefly 62
browse 6
bulletin 49
cartoon 26
caution 40
cautious 18
ceiling 113
certified 3
charcoal 42
choose 731
clarify 11
classify 61
cocoon 34
colorful 110
communities 142
compensation 12
competition 76
completion 17
compound 480
conceited 6
conceive 8
conclude 43
conclusion 126
constitution 70
continues 111
contribution 52
conviction 25
corduroy 5
council 101
counsel 22

counseled 6
counterfeit 14
coupon 5
cowardly 15
crooked 35
crucial 23
cruise 21
crusade 15
crusades 2
cucumbers 6
curfew 4
cutest 6
cycle 125
cyclone 11
deceive 4
declaration 12
define 78
definition 182
defy 6
deny 33
description 168
despise 12
destroying 34
determination 47
detour 11
devour 8
devout 6
diagnose 7
diagram 290
dial 43
diameter 249
diamond 97
dignified 25
diploma 7
disappoint 7
disappointed 103
disappointment 50
disapprove 5
dissatisfied 18
distribution 54
doubtful 32
doubtlessly 9

dowdy 9
drowned 64
drowsy 20
edition 19
emotion 42
emotional 97
employee 17
employment 21
enclosure 5
encounter 38
endowment 3
enemies 226
engineer 167
enroll 4
enrollment 17
enterprise 35
entirely 204
envelope 70
epilogue
episode 22
epidemic 15
European 323
excellent 175
excitement 259
exclamation 34
exclusive 18
executed 25
expedition 107
explode 15
exploded 34
exploited 10
eucalyptus 15
factories 413
ferocious 15
ferried 4
fierce 146
fiery 49
flounder 10
flu 7
focus 56
fortified 15
fountain 62

Special Terms I Need to Know:

foul 35
fowl 24
friendly 317
fugitive 8
fulfill 20
function 298
funeral 38
goals 54
goodies 7
grievance 9
grieve 8
groceries 23
grouchy 2
growled 55
harness 82
headquarters 65
hero 129
heroic 29
highlight 6
hostess 27
humorous 49
hygiene 5
icy 89
immobile 3
impose 8
inauguration 14
include 483
inclusive 3
industry 429
inoperative 2
inquired 33
inquiries 6
inspiration 35
installment 15
integrity 11
interfere 37
interlude 7
intruders 7
isolated 55
jewel 20
joyous 20
kangaroo 43
laboratory 138
launch 40
liable 12
livelihood 8
loathe 5

locally 13
lonliness 29
loyalty 30
lumbering 23
majority 119
management 42
masterpiece 9
memories 44
mien 4
minor 223
minus 53
misunderstood 7
mobility 7
mode 50
moisten 9
motel 34
motionless 43
motive 34
mountaineer 5
multiplication 488
museum 103
mutual 25
Negroes 154
nephew 28
nightmare 14
ninety 33
ninth 41
noble 57
noisy 94
nook 5
notify 5
nutrients 103
nutrition 29
oath 42
ointment 4
opportunities 64
ordinarily 52
ornament 16
outlines 40
oversight 2
oysters 33
paradise 17
perceived 20
performance 149
pieces 1198
pioneer 100
postponed 7

pouch 35
poultry 45
pouting 5
precaution 8
prescription 4
presume 4
priest 86
progress 228
proportion 88
proposition 16
pulpit 8
pungent 9
pursue 27
qualified 19
ratio 111
rebellion 29
receipt 14
receiving 66
reigns 9
rejoice 11
relief 110
renewal 3
rescue 78
resolution 13
reunion 10
revive 11
riot 13
rooster 54
rotate 32
royalty 18
ruthless 7
satisfied 133
savages 22
scoundrel 7
scowling 3
secede 6
secession 13
shallow 136
shampoo 2
shield 46
shone 119
shrewd 17
shriek 17
silence 248
sirloin 3
snickered 5

soldier 216
solitary 28
solution 516
soundproof 3
specify 9
spotlight 11
stature 13
stoop 29
stout 48
studio 40
studying 256
successors 7
superstition 19
supervise 9
supervision 17
supplies 250
surrounded 164
telescope 186
temperature 766
terrestrial 10
territory 152
testify 10
testimony 17
though 1338
throughout 458
tissue 130
touchdown 14
tourism 5
tournament 24
tribute 16
trophy 8
truly 146
tyrant 12
undoubtedly 57
unique 132
universal 55
university 87
unsound 3
untrue 6
unusual 247
verify 9
violent 80
volunteer 20
vowel 1484
yielding 12
wooded 26

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Writing-Developmental Stage 3

1. The idea is communicated. There are many distractors that make comprehension difficult. The central purpose is unclear.

2. The topic is developed in a very elementary manner. The writing is extremely brief.

3. Vocabulary appears limited.

4. Serious problems appear in mechanics and capitalization.

5. Sentence development is inadequate to convey an idea.

6. Problems exist in spelling even basic words

7. Handwriting is very difficult to read.

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Writing: Developmental Stage 4

1. The idea is communicated, but sentences do not flow from one to another.

2. There is evidence of an underlying main idea. It is not developed. It lacks a beginning and a conclusion.

3. Vocabulary lacks vividness and preciseness

4. Mechanics and capitalization are not under control.

5. There is a high incidence of "and," "and then."

6. Adequate spelling of basic words slips into carelessness, frequent miscues, or many phonetically spelled words.

7. Handwriting is unattractive and difficult to read.

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Writing: Developmental Stage 5

1. Idea is communicated with only occasional irrelevant materials. It is supported.

2. Sentences tend to be connected and relate to the whole, but they lack variety.

3. Vocabulary is adequate, yet ordinary.

4. Mechanical and capitalization errors occur.

5. Good spelling of basic words with high quality miscues.

6. Use of sentences connectors other than "and," "but," "or."

7. Handwriting is satisfactory.

8. Content is unsophisticated.

9. Paragraphing is uncertain.

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Writing: Developmental Stage 6

1. The main idea is communicated with more sophisticated content and relevant material.

2. Sentences tend to flow, provide supporting detail, and use transition words, variety.

3. Vocabulary is more than adequate but lacks sparkle.

4. Mechanics and handwriting are under control.

5. Good spelling with only occasional miscues.

6. There is expression of the writer's feelings.

7. Paragraph development is attempted.

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Writing: Developmental Stage 7

1. The idea is communicated clearly and sustained throughout. Details are an integral part of the writing.

2. Sentences show originality and compactness. They evidence consistency in tense, agreement, and parallel structures.

3. Vocabulary captures wit, humor, feelings, and motives.

4. Mechanics, handwriting, and spelling are under control.

5. Paragraph development reflects a topic sentence, supporting detail, conclusion, and transitions.

6. There may be evidence of figurative language.

7. There may be evidence of the writer's feelings, value system, and attempt to engage the reader's interest.

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Writing: Developmental Stage 8

. The idea is communicated clearly and and sustained throughout. Details tend to be cosmopolitan and an integral part of the writing.

2. Sentence length, pattern, and variety are appropriate to the content.

3. There is an adequate choice of word or phrase. Imagery is created. Prose tends to be poetic.

4. Mechanics, spelling, and handwriting are under control.

5. Paragraphs are developed and logically ordered around a thesis statement or purpose

6. There may be evidence that the writer attributes feelings to self and others, attempts to create a totality, expresses motive or intent, and attempts to engage the reader's interest.

7. The writer presents a near-publishable writing.

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Writing: Developmental Stage 9

1. The idea is communicated clearly, crisply; sustained throughout with details compactly contributing to the whole; and with at leas one portion that evidences originality in literary elegance. Imagery is achieved.

2. Sentence length, patterns, and variety sparkle in appropriateness.

3. Choice of words or phrases is noteworthy, appropriate, and original.

4. Mechanics, spelling, and handwriting are under control.

5. Paragraphs are well-delveloped, logically ordered, and tied together by transitions.

. There may be evidences of feelings expressed, motives stated or implied, unity of an intent with reader's interest, originality of viewpoint, and style.

. It is a publishable paper.

Holistic Scoring Study for MISSION WRITE.